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ABSTRACT

This annual report focuses primarily on special education spending and services in Vermont from Fiscal Year 1990 through Fiscal Year 1998. It discusses Vermont's changes to its special education funding formula that resulted in the state providing 60 percent of special education funding to school districts. It also includes the first look at state assessment data on students in special education, discusses recent legal, policy, and fiscal changes and then considers special education issues that have been dealt with in Vermont during the last ten years. Specifically, the six sections of the report address: (1) federal and Vermont special education law and the impetus for change, the three-part reform strategy adopted by Vermont, and special education and Medicaid; (2) the special education program and fiscal review panel; (3) school district special education spending, special education funding formula K-12 costs, extraordinary costs, and preschool special education costs; (4) special education cost increases, inflation, spending differences among school districts, and pressures for increased costs from other areas; (5) special education student and staff characteristics; and (6) outcomes for special education students. Extensive appendices include charts showing number of special education students and their placements, special education cost and funding by town, and child count by disability. (CR)

SPECIAL EDUCATION ANNUAL REPORT

Fiscal Year 1998



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*Vermont Department
of Education*

SPECIAL EDUCATION ANNUAL REPORT

Fiscal Year 1998

July 1999

Vermont Department of Education



PART I.

I. INTRODUCTION AND CONTEXT

The Equal Educational Opportunity Act (Act 60) of 1997 and the technical amendments of 1998 (Act 71) dramatically changed public funding of education in Vermont. The development and passage of both laws raised many questions about: (1) education spending, (2) education funding and (3) the quality of education.

Special education drew particular attention in the Acts because, in many school districts, special education costs have increased at a greater rate than those of general education. Act 60 changed the funding formula for special education and set the state share of special education funding at 60%. Act 60 also requires that the Commissioner of Education annually report on special education costs, in order to provide accurate, thorough and timely information for addressing special education issues.

Act 71 addressed special education cost issues more directly. It established a series of caps on state appropriations and created two new groups, the Fiscal Review Panel and the Blue Ribbon Commission, to study special education funding and costs at both the state and local levels. The Fiscal Review Panel was charged with reviewing school districts' delivery of special education and working with the Department on reporting its findings in the annual report. A summary of its work to date is included in Part II of this report.

This report focuses primarily on special education spending and services in Vermont from Fiscal Year 1990 through Fiscal Year 1998. To the extent that accurate information and reasonable estimates for FY1999 and FY2000 are available, they are included. This report also includes the first look at state assessment data on students in special education. To foster a full understanding of the issues, the report discusses recent legal, policy and fiscal changes, and the enduring issues that have been dealt with during the last ten years.

A. FEDERAL LAW DEFINES SPECIAL EDUCATION

In 1975 Congress passed PL 94-142, the Education for the Handicapped Act. The law was passed in reaction to years of inequities in the education of students with disabilities. Prior to the law, many students with disabilities had no education program or were placed in special schools or institutions far from their home. PL 94-142 made access to special education and related services (physical therapy, counseling, transportation, etc.) a federal entitlement for students with disabilities. The law required that these students be offered a free appropriate public education in the least restrictive environment and focused on parent participation, procedural safeguards and confidentiality. The law has been amended a number of times and is now known as the Individuals with Disabilities Education Act (IDEA). The basic requirements, however, have remained the same. Amendments have extended the entitlement for special education to children aged three to five, allowed parents who prevail in court to collect attorney fees and addressed the needs of infants and toddlers with disabilities and their families.

Under the law, all states receiving federal education funds are required to identify and evaluate students with disabilities and to offer them an Individualized Education Program

(IEP) of special education and related services. The decision regarding what services are included in an IEP is made by a team and through a process specified in the law. The team must include the classroom teacher, special educator, parent(s) and a representative of the school district who is empowered to commit resources. Services described in an IEP must be provided. If parents disagree with the IEP offered by a school district, they may: request mediation, file an administrative complaint with the State Department of Education, or request a due process hearing.

PL94-142 authorized federal funding to support special education to a limit of 40% of the national average cost of providing education for each identified student. Federal support rose to about 12% of total special education costs in the mid 1980s, and declined to less than 7% by 1997. Increases in federal appropriations over the past two years have moderated this decline, but still leave the federal share far from what was envisioned in 1975. The federal grant for Vermont for FY99 was about \$8 million. Funding to the full amount authorized by the law would bring Vermont about \$28 million.

The federal law accomplished much that was intended: students with disabilities were offered an appropriate education, parents were included in the decision making process and many students with disabilities were educated with their peers. There were also criticisms of the system the law produced, however. PL 94-142 was primarily a civil rights law emphasizing access and appropriate procedures and thus created a heavy burden of paperwork and administrative process that was difficult for even the professionals to understand. By providing parents with legal options for resolving disputes, the law ensured that students and parents were protected from discrimination. But it also raised the stakes of each dispute. Now, most school districts have an attorney to consult with on special education issues. Even the monitoring done by the federal and state governments focused on the legal procedures, rights, and responsibilities of school districts, rather than on the outcomes of the programs or the success of the students. It was only with the passage of the 1997 amendments that the issue of outcomes for students with disabilities was addressed in the law. Under these amendments, students with disabilities must be included in the statewide assessment system, and IEPs must address how the student's program relates to the regular education curriculum.

Probably the greatest ongoing concern of school districts and states is the increasing cost of providing special education. After PL 94-142 was enacted, the number of students identified as having a disability rose steadily, as did the cost of providing special education. In Vermont, the number of students receiving special education rose to over 13,000 in 1989, when school districts' concerns about the growing local burden of special education costs became a critical issue.

B. VERMONT SPECIAL EDUCATION: RISING COSTS AND RESTRICTIVE FUNDING - INCENTIVES FOR CHANGE

In the early 1980s, the needs of Vermont's student population were growing more diverse and challenging. As many as 40% of students needed some kind of support beyond regular education. In many school districts, special education was the only option available to such students. Backed by a federal mandate and operating under detailed rules and paperwork, special education was expanding at a rapid rate and school districts raised concerns about increasing costs. Yet, total statewide costs of special education were not known because local costs were not reported to the state and there was no common definition of what special education costs were. State funding was seen by schools as insufficient, unpredictable, inequitable, and inflexible. The funding system restricted schools' attempts to design alternative programs to meet student needs and rewarded the placement of students in categorical, restrictive and expensive settings.

C. VERMONT ADOPTS A THREE-PART REFORM STRATEGY

Two commissions were appointed in the late 1980s. Their work resulted in the passage of Act 235 in 1988 and Act 230 in 1990. Additionally, a task force was formed to find ways to reduce the burden of regulation and paperwork in special education. Its reports were the basis for significant change. The changes focused on three areas: (1) revision of the funding formula; (2) building the capacity of schools to meet better the needs of all students outside special education; and (3) reduction and revision of regulations and paperwork to make special education procedures more efficient.

1. Vermont's Special Education Funding Formula: 1989-1998

Prior to 1988, Vermont directly funded a number of state and regional categorical programs and provided school districts with 75% funding for a limited number of "mainstream" special educators. In 1988, Act 235 created a new funding formula that was revised by Act 230 in 1990. Under the new funding system, the state no longer funded individual programs. Instead, funds went to school districts to support provision of services to meet the needs of their students. The new formula provided funds to school districts in three integrated parts: the Mainstream Block Grant, Extraordinary Reimbursement and Intensive Reimbursement. A fourth section funded statewide services.

Mainstream Block Grant: The Block Grant is the only predictable portion of the formula and goes to every town school district. It is distributed using a formula that includes ADM (average daily membership) and the average salaries of special education teachers in the state. The statutory formula generates amounts based on teaching and administrative positions. Of the amount generated, 60% is the Block Grant and 40% is the required local match. Both the Block Grant and matching funds can be used for any formula eligible costs (defined by State Board Rule 2366.2).

Extraordinary Reimbursement: This part of the formula provides town school districts with reimbursement for high cost programs for individual students. The state paid 90% of any amount over a "deductible" of three times the foundation formula per-student amount through FY97 (\$13,305 in FY97). For FY98, the deductible level was changed to three and a half times the foundation level, \$16,258.

Intensive Reimbursement: This portion of the formula provides reimbursement to every town district for special education expenditures not covered by federal funds and the other parts of the formula. Each town's reimbursement rate, through FY98, was determined by the town's wealth as identified in the state foundation aid formula and the amount of money left in the formula after the Statewide Programs, Block Grant and Extraordinary Reimbursement were paid. The intensive reimbursement rates to districts ranged from 2.62% to 42.62% in FY97, and from 4.10% to 59.10% in FY98.

Statewide Programs: These funds are used for services provided at the state level and cover students with low incidence disabilities. Included is funding for regional consultants for the deaf and hard of hearing, regional consultants for the blind and visually impaired and the State Interdisciplinary Team (I-Team), which provides services for students with severe cognitive and behavioral disabilities.

The special education funding formula implemented under Acts 235 and 230 was more flexible:

- required school districts to pay for special education services for their resident students and reimbursed a share of all costs;
- discontinued guaranteed and separate funding for self-contained regional special education classes;
- assured that special education funds followed the student and were paid to the school district responsible for the student's education;
- allowed schools to design programs to meet the needs of their students;
- created a state/local partnership for all special education expenditures;
- promised an overall 50/50 State/Local sharing of costs;
- provided the same level of support regardless of where the student was placed;
- based the block grant portion of the formula on ADM (the number of students educated at the expense of a school) rather than a count of students receiving special education (Act 230);
- allowed special education funds to support "core staff" who provide services to students not eligible for special education; this ensured that schools did not lose funds by following the state's direction to meet students' needs outside the special education system when appropriate; and
- provided funding based on school districts' special education needs as measured by their special education costs.

2. Act 230 Was Designed to Increase School Capacity to Meet All Students' Needs

Act 230 intended a radical program change as well. The goal was to identify learning problems earlier and develop a range of support services, in addition to special education, to address them in each school. It was hoped that this approach would result in fewer children being referred for costly special education evaluations and services. The resources "saved" could be used to provide services to more students. Rather than develop more categorical programs to meet students' needs, Act 230 aimed at building the capacity of schools to serve all students better. The reauthorization of the law by Act 157 in 1996 reaffirmed the directions set by Act 230 and maintained the goal of developing a more cost effective and integrated system of support services by:

- requiring every school to have an Education Support Team to assist teachers in developing plans to meet the needs of all their students;
- encouraging early identification of students at risk of school failure;
- requiring schools to develop an Education Support System with the capacity to provide a range of social, academic and behavioral supports; and
- setting aside 1% of the state special education formula appropriation for staff development for regular and special educators.

3. Special Education Rules and Paperwork Were Streamlined

Additional reforms instituted in the early 90s included:

- tightening State Board rules on eligibility for special education;
- changing State Board rules to encourage an increase in parental participation;
- reducing procedural requirements to near federal minimums; and
- applying technology to reduce paperwork.

D. ACT 230 STUDY: THE EFFECTS OF REFORM

In 1992, a study of the effects of Act 230 was begun and resulted in the publication of five reports between 1992 and 1997. The study included:

- a survey of all special education administrators;
- an in-depth qualitative study of four schools;
- a review of the effects of Act 230 on schools and students, which involved visiting 81 schools, reviewing records of 840 students and conducting 2,500 interviews of school staff and parents; and
- a review of special education costs and funding.

The Act 230 study and the data the Department gathered about the new funding formula indicated that: (1) the new funding system provided better information and more flexibility in the use of funds; (2) more students received support services; (3) positive educational results were reported; and (4) concerns remained regarding the implementation of Act 230 and the increasing costs of special education.

1. The New Funding System Resulted In Several Changes

- It was possible to identify all special education costs; a definition of special education costs was developed and costs were regularly reported by school districts.
- The State appropriation increased by \$15.8 million from FY90 to FY98 (from \$23.3 million to \$39.1 million) for the special education funding formula. Although the increased appropriations caused the state share to rise from 42% in FY90 to 49% in FY93, higher costs overall resulted in the state share falling to about 37% for FY98.
- The Extraordinary Reimbursement portion of the new funding system protected schools from an undue burden of high costs for individual students; and

- Special education administrators reported that the flexibility of the new funding system allowed schools to reorganize the way services were provided by integrating them into the classroom program and to design programs to meet local needs.

2. More Students Benefited From Education Support System

The special education child count initially decreased dramatically after Act 230 took effect. More students, however, received instructional help outside the special education system. For the most part, this occurred when special education staff, who formerly took one or two students eligible for special education out of the classroom for tutoring, went into the classroom to provide instruction to a small group. The group included the same one or two students and other students not eligible for special education. In some schools, the special education staff and other support staff were team teaching with the regular classroom teachers in order to get more intensive instruction to the students who needed it. Data from the Act 230 study indicated that between 22,000 and 27,000 students, in addition to those receiving special education, received instructional support in 1993 as a result of Act 230.

3. Positive Results for Students Were Reported

The Act 230 Evaluation Study found that, based on interviews with parents, students and teachers, most students receiving special education, or who had exited special education and were receiving other support services, were described as successful in school:

- 82% of students who no longer received special education continued to do as well as, or better than, they had when receiving special education services;
- those on IEPs received grades that were comparable to their peers; and
- 98% of teachers interviewed felt those students who had been out of special education for more than one year were still appropriately placed in their classrooms.

4. Concerns Were Identified Regarding the Implementation of Act 230 and Special Education Costs

The Act 230 study also identified significant areas of concern:

- Implementation of Act 230 was uneven around the state, especially in high schools;
- Act 230 was seen as a special education initiative in many schools and the expected changes in general education did not occur; in some schools, the primary result of Act 230 was to increase caseloads of the special educators to include students not eligible for special education;
- School districts raised the concern that costs were being shifted to education in two ways: (1) other agencies were unable to keep pace with the growing needs of students; (2) practice or policy changes, such as SRS no longer taking older adolescents (15 to 17 year-olds) into custody as “unmanageable,” were shifting responsibility to school districts;
- School districts reported a growing number of students with challenging behaviors; their need for intensive services placed increasing demands on classrooms, teachers and schools;

- After 1993, when shrinking resources in some districts did not keep pace with increasing need, the ability to provide support services outside special education was reduced;
- Rising costs, tight local budgets, and falling state share increased the focus on special education in the development of local budgets and at town meetings; in some places, this resulted in public discussion about individual students and pitted the needs of one group of students against the needs of others;
- There continued to be reports of students who were not receiving some special education services to which they were entitled;
- Data on student outcomes were limited; and
- The great disparity in school district spending for special education raised questions about equity and cost effectiveness.

E. EQUAL EDUCATIONAL OPPORTUNITY ACT (1997-98)

The Equal Educational Opportunity Act, Act 60 of 1997, and the technical amendments in Act 71 of 1998, made significant changes in special education funding and created two entities to examine special education issues.

1. Special Education Funding – FY99

For FY99, the state share of special education funding increased to 60%. The three parts of the formula which fund school districts were revised and a new provision was added:

- **Block Grant** – The Block Grant formula was increased so that an additional \$10 million would be distributed. The intent is to assist schools in their planning by providing a larger portion of state funding through this predictable funding mechanism.
- **Extraordinary Reimbursement** – The threshold amount of the extraordinary reimbursement section of the formula was increased to \$50,000. That means that the 90% reimbursement rate would only apply to the costs for services for an individual student that exceeded \$50,000. This change was enacted for two reasons: (1) it is a cost containment measure to reduce the incentive for spending that was created by a 90% reimbursement rate, paid after a much lower threshold, and covering over 1,000 students; (2) to decrease the accounting involved in tracking costs for those students. This change is expected to reduce substantially the number of students eligible for extraordinary reimbursement to between 60 and 70 in FY99.
- **Special Education Expenditures Reimbursement (Intensive)** – In addition to changing the name of this part of the formula, Act 60 also instituted a single rate for all school districts. Instead of each town receiving a different rate of reimbursement depending on its property wealth, every town will receive the same rate. At a 60% state share, the estimated reimbursement rate for FY99 is 57%.
- **Exceptional Circumstances** – This new provision is designed to provide 80% reimbursement for certain expenditures instead of the regular "intensive" rate for special education expenditures in two situations. The first is for unusually high extraordinary cost defined as costs eligible for extraordinary reimbursement for the school district that equal or exceed 15% of their total costs eligible for formula

reimbursement. The second is for a disproportionate number of students attending the Austine School for the Deaf defined as more than two students attending Austine if the town's average daily membership (ADM) is less than 1,000 or more than three students if the ADM is 1,000 or greater.

- Statewide Programs - Statewide programs were expanded somewhat to include Act 230 training funds and BEST funding (Building Effective Supports for Teachers, a State Board initiative addressing students with emotional and behavioral challenges).

2. Special Education Funding – FY2000 and Beyond

Two other changes relating to cost containment were made by Act 71 in the funding of special education for FY2000 and beyond. A system of caps on the state appropriation was instituted and a differential funding system was created for FY2000 as follows:

- The first change sets a cap on state funds appropriated for the FY2000 special education formula of 5.5% over FY99 and 4.5% on the increase for the FY2001 appropriation. Thereafter, the rate of increase will be limited to the rate of the most recent price index for state and local government purchases of goods and services. If total expenditures for special education increase by more than the cap amount, school districts will pay more and the state share will fall below 60%. If the federal appropriation continues to increase, it could help keep the state share close to 60%. In the spring of 1999, the legislature deferred the caps provision for one year.
- The second change relating to cost containment, which set up a differential reimbursement system based on whether cost increases grew by more or less than 5% from FY99 to FY2000, was repealed by the 1999 legislature.

3. Blue Ribbon Commission on Special Education Costs and Fiscal Review Panel

Underscoring its interest and concerns, the legislature created two new bodies to address special education issues.

- The Blue Ribbon Commission was appointed by the Governor and was directed to produce two reports. The first, completed on December 15, 1998, contained the Commission's recommendations concerning whether school districts with high per pupil special education spending should be reimbursed for those costs at a lower rate than those with lower per pupil special education spending. In this report, the Blue Ribbon Commission recommended that the differential funding system be repealed because of the possibility that school districts would be penalized for something that may not be in their control. As noted above, the legislature agreed.
- The second report was released July 1999. The findings and recommendations of the report address the following: (1) leadership, governance and manageability; (2) referral to special education services; (3) statewide and regional resources; (4) interagency collaboration; and (5) staffing guidelines and best practices.
- The Fiscal Review Panel has been appointed by the State Board of Education and has two areas of focus. The first is to make recommendations on what types of data to collect for purposes of the special education annual report, and how the data should be analyzed. The second area requires the Panel, working with the Department, to review spending patterns and the provision of special education in school districts that request a review. A summary of their work is included in section II of this report.

F. STATE-PLACED STUDENTS

“State-placed students” are those who have been placed by a state agency or child placement agency into a school district in which their parents do not live. The school districts are responsible for providing regular and special education. State-placed students also include those who are placed in residential placements by a state agency and whose costs are paid for directly by the state. Costs are shared, with the Department of Education paying the education costs; the remaining costs are paid by the state agency placing the student.

Before Act 157 was passed in 1996, school districts were reimbursed for the cost of regular and special education for these students in different ways. The districts of the parents’ residence were “billed back” the average per pupil amount for regular education. Given the movement of these students from placement to placement, the movement of their parents and the lack of accurate data, the system was an administrative nightmare for the state and local school districts. Act 157 eliminated the system of “billing back.” School districts received support for providing regular education to state-placed students through the State Foundation Aid formula by including these students in their count of Average Daily Membership (ADM). Special education costs, beyond those for “mainstream services,” continue to be reimbursed 100% by the state.

This budget area has been very difficult to predict over the years because of the many variables involved. The budget is dependent on the action of a number of state and local agencies. It is also affected by which students happen to be placed outside of the school districts in which their parents live. In FY97, costs for State-placed students increased 20% over FY96, largely as a result of the number of students placed in regional programs and a few high cost “wraparound” programs developed as alternatives to even costlier residential placements. Totals for FY98 increased about 6.5% to \$6,650,000. Estimates indicate increases to \$7.5 million for FY99 and \$8 million for FY2000.

Several alternatives have been considered to address the increasing cost and the unpredictability of the State-placed student funding. All have drawbacks. Reducing the reimbursement to school districts for special education costs below 100% might provide an incentive to spend less and result in a reduction of cost. If local districts, however, must pay for students who are not really “theirs,” school districts may become less welcoming to those students and to the much-needed foster care families. Another option is to fold the State-placed student budget into the special education formula. If costs increased over what was appropriated, they could be paid out of the special education reimbursement (intensive) section of the formula. The result would be a lower special education reimbursement rate paid to all school districts instead of a supplemental appropriation. The downside of this option is that it integrates two quite complex funding systems and could have the effect of lowering the state’s overall share of special education. Based on action by the 1999 legislature, an immediate step that will be taken is to ensure that all Medicaid reimbursement available on the services provided to these students will be claimed for use by the state.

G. PRESCHOOL SPECIAL EDUCATION/EARLY ESSENTIAL EDUCATION

Early Essential Education (EEE) is Vermont's name for state funding for special education for children who are three through five years of age. Prior to FY92, state funds were distributed to a limited number of EEE programs across the state. Not every supervisory union had a state-funded EEE program. Starting July 1, 1991, when the federal IDEA amendments made special education for three through five year-olds an entitlement, these funds were distributed to all towns based on a formula that estimated the total number of three through five year-olds living in each town. If special education has been provided to all eligible three through five year-olds, EEE funds may be expended on at-risk three through five year-olds or children birth to three with disabilities. The number of students served and the costs grew significantly after the entitlement was established, but state funds increased very little. In FY90, state funds accounted for about 80% of the total spent for EEE. In FY98, state funds provided slightly more than 50% of the total.

H. SPECIAL EDUCATION AND MEDICAID

Medicaid is a federal health insurance program in which medical providers, as that term is defined, are reimbursed for services rendered to eligible persons. In Vermont, Medicaid is a \$300 million program that supports many health-related services for eligible individuals. Vermont's current Medicaid payment rate is about 62%, or 62 cents reimbursed by the federal government for each dollar spent on a covered service for an eligible Vermont individual.

There are three Medicaid programs in which schools participate:

1. Success Beyond Six

In this program, school districts contract with Community Mental Health Centers (CMHCs) for mental health professionals to work in schools. Schools contribute a 38% match and CMHCs draw down the balance in Medicaid reimbursements to employ staff for schools. For \$18,000 to \$20,000, schools receive the services of a full-time mental health person in the school. These staff work as home-school coordinators, counselors, case managers and social workers. This effort has become a six-million-dollar program that supports over 160 staff across Vermont.

2. Early Periodic Screening Diagnosis and Treatment (EPSDT)

EPSDT is a component of Medicaid which supports health care for children. In this program, schools contract with the Department of Health and agree to perform EPSDT administrative activities such as screening and checking immunization records. Schools are reimbursed for the time they spend on these activities. The reimbursements that schools receive are spent on expanding health-related services. This program will send about \$1.5 million to schools this year.

3. Vermont School-Based Medicaid Initiative

Under this program, Medicaid reimbursement is received for medically related services (such as speech language pathology, occupational therapy and physical therapy) provided by schools to special education students who are Medicaid eligible. Districts pay for services with state and local funds. For FY99, the revenue from the Medicaid reimbursement program was split, with the state receiving 60% and the school districts receiving 40% (to match the Special Education Funding Formula 60/40 split). In 1999, the Legislature changed

the program to divide revenue equally, providing both the school districts and the state with 50% shares.

The School-Based Medicaid Initiative has seen dramatic growth in the last year. Current estimates for FY2000 are for over \$20 million of revenue. This significantly changes the special education “balance sheet” by greatly increasing the revenue derived from special education. Even though these funds have not been spent on special education, they are derived from funds spent on special education and offset the need to spend other state and local funds.

PART II

II. SPECIAL EDUCATION PROGRAM AND FISCAL REVIEW PANEL

The Special Education Program and Fiscal Review Panel was created by the legislature in Act 71 of 1998, to study school districts and their delivery of special education. The Panel's primary goal is to provide districts and the state with information on improving services to students with disabilities at reasonable costs. The Panel was also charged with advising the Department on what special education data should be collected and how the data should be reported.

The Review Panel is appointed by the State Board of Education. The members of the panel are:

Veronica Celani	Director of Administrative Services, Agency of Human Services
Bob Devaney	Parent, Vice-President VT Gas Co., former CEO, NYNEX
Michael Giangreco	Research Associate Professor, University of Vermont
Vicki Hornus	Director of Special Services, Burlington School District
Raymond McNulty	Superintendent, Windham Southeast Supervisory Union
Gregg Over	Parent, School Board Member, business person
Kristin Reedy	Director, Northeast Regional Resource Center, Trinity College, former Special Services Director, Barre Supervisory Union

The Review Panel began work in August of 1998. After initial orientation, the Panel focused its work in two areas: reviewing the funding changes made in Acts 60 and 71 in special education and developing the plan for conducting the review of school districts. The Panel concluded its review of the funding changes by meeting with the Blue Ribbon Commission on Special Education and giving its recommendation that the differential funding system put into place for FY2000 be repealed. The Blue Ribbon Commission concurred with the Panel and later made the same recommendation in its report published on December 15, 1998.

The Panel devoted much of its first few months to developing the questions that needed to be addressed in the reviews of local school districts, reviewing a variety of models for the reviews and choosing the schools that would be reviewed this year. In FY99, the Fiscal Review Panel conducted reviews in Montpelier, Colchester, Clarendon, Rutland City and Swanton. These districts were chosen from those that volunteered because they represented a range of spending patterns in regular and special education.

The reviews of these districts were completed by June 30, 1999. The data collected will be analyzed and feedback will be provided to the school districts that were reviewed. A second set of school districts will be reviewed at the beginning of the 1999-2000 school year. The results of these reviews will be published in the next special education annual report. The Panel will also produce a self-study guide to help other districts review their own programs.

The Panel has heard from a wide variety of people regarding how special education is implemented in schools including: representatives of parent and professional associations, special educators, principals, parents, school board members, school business managers and special education administrators. As a result of their work so far, the Panel has adopted a set of assumptions to guide its work and has raised some concerns which, its members expect, the data collected in the reviews will enable them to address.

A. Working Assumptions

1. The focus of special education in the past has been on students with disabilities having the right to equity and access to a quality and appropriate education. These rights must not be lost amidst the discussions of cost containment and funding changes.
2. The focus of special education now needs to be expanded to include student outcomes and program effectiveness. The evaluation of individual programs and school district programs must start with student outcomes. Better data will be needed so that parents, teachers, special educators, administrators and policy makers can use data to make decisions regarding what students need and how best to provide instruction and support. The outcomes and impact of early intervention efforts should be focused upon as well.
3. The issues surrounding special education are very complex. There will not be a single or simple solution to the problems that exist. It is clear, however, that the solutions will not be found by addressing special education alone. The entire education system, and the health and human service system, must be part of the solution.
4. Whatever the final recommendations of the Panel are, it is already clear that building the capacity, efficiency and effectiveness of the general education system to meet the needs of our increasingly diverse student population will be a critical part of the solution. This will include addressing the need for comprehensive education support services in every school, better coordination of services that exist within and outside the school, identification of service gaps, professional development and supervision of staff that focuses on improving student outcomes.
5. The issue of special education costs is both volatile and complex. What special education costs in any one school district is the result of the interaction of many factors in that school. These factors include the needs of students, the cost and availability of services in a region, the delivery model of special education, the capacity of regular education to meet the needs of students outside of special education, inflation, etc. Given this complexity and local variability, it is unlikely that any one change in the statewide funding system of special education will have a significant, predictable and positive effect in all school districts.

B. Concerns

1. Data and testimony from special educators and administrators have raised the concern that many special educators are laboring under a caseload that is much too high. The implementation of Act 230 in many school districts appears to have had the effect of adding students who are not eligible for special education to an already over-burdened special education staff.
2. While the implementation of Act 230 provided some flexibility in the use of special education staff, there is no state funding of “compensatory” education and the availability of services outside of special education varies greatly among school districts. In spite of the requirement in Acts 230 and 157 for schools to develop an Education Support System, there are schools that do not have support services outside of special education for all grades.
3. There are students being provided services through special education whose needs are not all educationally based and who may be better served by health and human services.

4. The growth in the numbers of paraprofessionals who provide instruction and support to students with disabilities is of great concern. The increased number of paraprofessionals raises questions regarding whether students are receiving the services they need and whether all paraprofessionals are getting sufficient training and supervision to enable them to provide quality support to students.
5. Consistent with the national trend, reports from Vermont administrators regarding the difficulty of filling special education positions with qualified staff have raised the concern that a severe shortage of special educators and related service providers may be upon us. There are reports of many people leaving special education, but few people are entering the field. This comes at a time when increasing numbers of veteran educators will be retiring and the need for all types of educators will be growing.
6. There has been a significant reduction in federal dollars supporting special education graduate training programs in Vermont. This has dramatically reduced the capacity of higher education to maintain these programs. Vermont is in danger of having no graduate training programs in special education within the state.
7. Increases in a number of disability categories have raised concerns about the identification of students with disabilities and/or the growing needs of our students. It is difficult to tell, given the data available, how much of the increase is due to identification issues and how much to increased need.
8. Seventy percent of students identified as having a disability are boys. This raises many questions regarding our use of special education, our expectations of students in school and the referral and identification process for special education.
9. The increase in the number and reports of students with emotional and behavior problems raises similar questions. The response to this problem, the sudden growth of alternative programs, is equally troubling and is likely increasing the costs of special education. Is separating these students an effective way of dealing with the problem? Why do so many students need an “alternative” education? Should schools be focusing more attention on such things as: social skills, conflict resolution, mentoring and consistent implementation of an effective discipline system?
10. The current focus of school improvement on standards and assessment of student outcome is a positive and needed step and one that is expected to benefit all students. There are concerns, however, that among the results of our assessment of student outcomes will be an increase in the number of students referred to special education, an increased effort to remove students from the regular classroom or to exclude students on IEPs from testing. Our focus on student outcomes should not lead to a narrowing of the responsibility or accountability of the general education system.

PART III.

III. SPECIAL EDUCATION SPENDING

A. TOTAL SCHOOL DISTRICT SPECIAL EDUCATION SPENDING

1. The Nature of Special Education Costs

Before the Special Education Funding Formula was adopted in 1988, there was no definition of what constitutes special education cost for school districts. When the current reimbursement formula was created, one of the first tasks was to define special education costs. For the costs of serving school-age children, it was important that the definition exclude the costs of “regular education” that all children receive regardless of whether they are eligible for special education. A definition was developed and adopted as a State Board rule. The formula eligible costs included direct instruction costs such as: special education staff and their assistants for the time that they provided special education services; individual aides as required by IEPs; special education tuition; contracted special education instruction; and supplies and materials required by IEPs. Related services were also allowed as special education costs as follows: if they were required by the IEP; if service was provided by staff in excess of staff required by Public School Approval Standards; and if not paid for by another source. The costs of special education evaluations and special education administration were also considered eligible special education costs.

The basic concept is that only the additional services, which a special education student receives because of his/her disability, are considered special education costs. For example, transportation on the regular school bus route is not considered a special education cost, even for a special education student, as he/she is entitled to that service as a student of the district. However, if the student is transported to a different location, if a wheelchair lift is required to transport the student or the student attends school at a different location, the expense can be considered a special education cost if required by the student’s IEP.

After Act 230 was passed, the rules on what was considered an eligible special education cost were changed to allow the cost of “core staff” even if they served other than special education students. The original rules allowed, as special education cost for formula reimbursement, the salary and benefits of licensed special educators and the program aides who worked with them for the time that they worked with special education students providing IEP services and related administrative time. The core staff rule allowed the salary and benefits of a certain number of staff positions to be considered as special education cost, as long as they were serving students requiring special services. This group of students included special education students, students who had a 504 plan or students referred for assistance by the Educational Support Team (required for each school under Act 230). The number of staff positions considered core staff was based on the historical level (school years 1990-91 and 1991-92) for mainstream special educators. This allowed costs for non-special education services to be reimbursed as special education costs. There is no separate accounting of the amount of costs allowed under the “core staff” rule which are not actually the cost of providing special education services. It is likely that the amount varies

considerably from one supervisory union to another, and may account for some of the variance in special education cost between supervisory unions.

For preschool services, the issue about differentiating special education and regular education cost does not create the same level of concern. For many school districts, preschool special education is the primary preschool educational service being provided. Therefore, the costs relating to buildings and related costs are allowed as preschool special education costs.

2. Total Vermont Special Education Spending for FY98

The total spending for special education in Vermont for Fiscal Year 1998 (in millions) was:

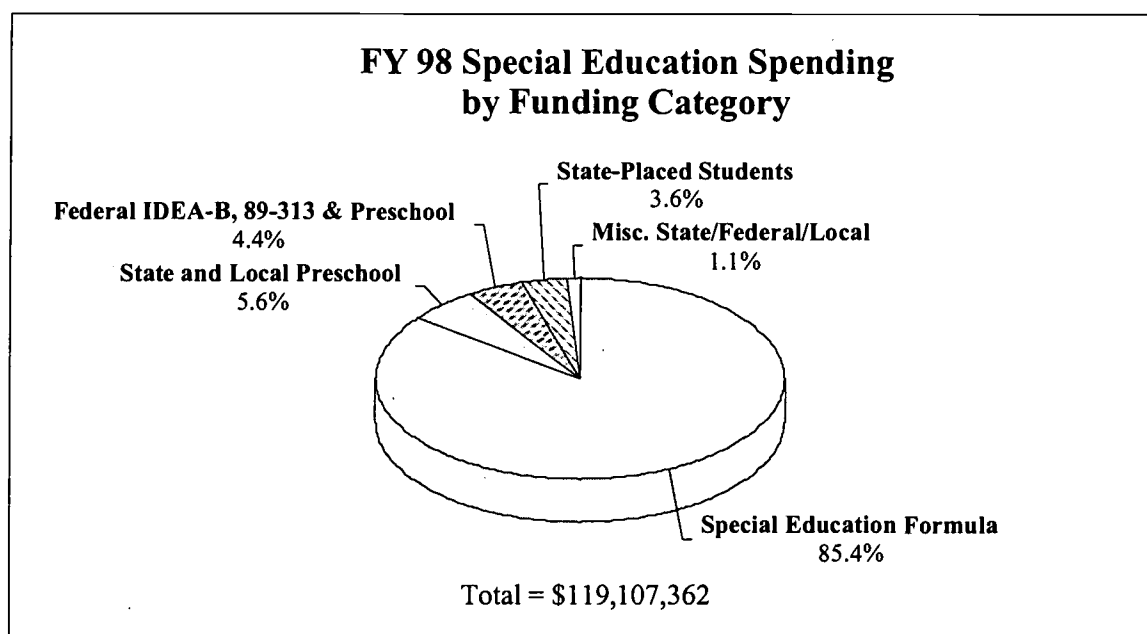
School District Spending	\$119.1
<u>State-Funded Programs</u>	<u>3.1</u>
Total	\$122.2

The total spending for special education by school districts and by the Department of Education for special education services increased by more than 8% from \$112.9 million in FY97 to \$122.2 in FY98.

3. FY98 Special Education Spending by School Districts

School districts in Vermont reported expenditures for special education for Fiscal Year 1998 totaling \$119,107,362. This is the cost of all special education services, including those for preschool children and for State-Placed students. The latter two categories are separate from those eligible for the State Special Education Formula funding (see Part I, pp. 4-5). Figure 1 shows the breakdown of FY98 school district spending by five categories. Detailed definitions of school district special education spending categories may be found on pages 21-22.

FIGURE 1.



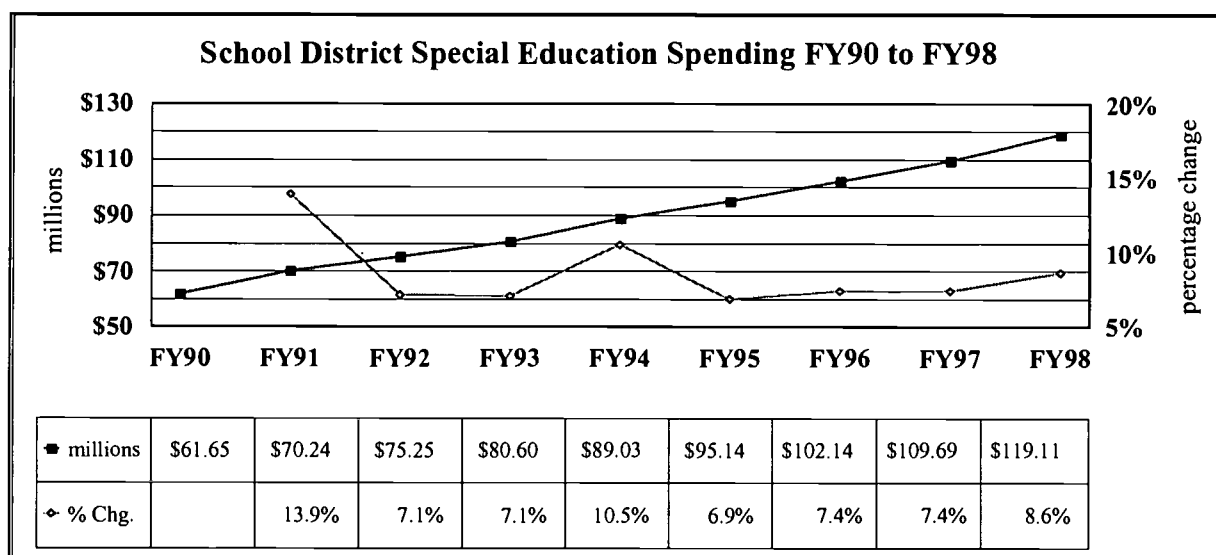
4. Increase in Total School District Spending

Spending by school districts increased by \$8.9 million, or 8.1%. The \$7.58 million change in formula spending accounted for most of the increase. While four categories comprised roughly the same portion of total spending as they did in FY97, the Federal IDEA-B, 89-313 and Preschool category grew by 21%, pushing its percentage of the total up to 4.4% from 3.9%. This increase is due to additional funds being appropriated at the federal level.

5. School District Spending Over Time

Since FY90, school district spending has increased 93.2%. Following a 10.4% increase in FY94, it has grown fairly steadily at between 7% and 8% a year.

FIGURE 2.



6. School District Spending Trend by Category

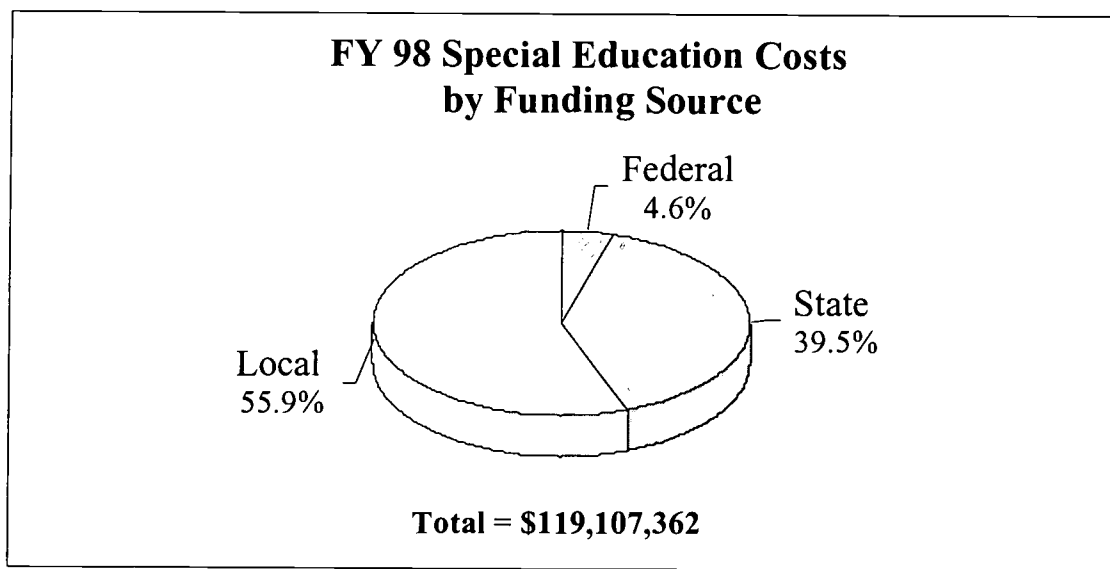
Examining total school district spending over time as presented above is typically of great interest to policymakers and school officials. Moving from totals to spending in different categories shows the spending components that are most responsible for the overall increase. Table 1 below summarizes spending changes over time in the five categories introduced at the beginning of this chapter. The annual compound growth rate in the table is defined as the annual percentage change required to grow from the FY90 spending amount to the FY98 spending amount.

TABLE 1.**Growth in School District Special Education Spending by Category**

School District Special Education Spending	FY90	FY98	% Increase	Annual Compound Growth Rate
Special Education Funding Formula	51,355,077	101,661,235	98.0%	8.9%
State-Placed Student	2,165,658	4,304,506	98.8%	9.0%
Federal Special Education	4,026,225	5,261,052	30.7%	3.4%
State/local Preschool	3,493,698	6,627,330	89.7%	8.3%
Miscellaneous State/Federal/local	607,729	1,253,239	106.2%	9.5%
Total	61,648,387	119,107,362	93.2%	8.6%

7. Source of Funds is Another Way to Categorize School District Spending

Total FY98 school district special education spending can be divided by source of funds - federal, state and local. Of the three, the largest source for FY98 was local, accounting for 55.9%. The state contributed 39.5% of the total. The state supports school district special education through the Special Education Funding Formula, Essential Early Education grants and State-Placed Student reimbursement for school districts. In contrast, the expenditure of federal funds in FY98 amounted to 4.6% of the total special education costs for Vermont school districts.

FIGURE 3.

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8. Trends by Funding Source

The increase in costs from FY90 to FY98 has been funded primarily with state and local money. Of the \$57.5 million increase in that period, \$1.1 was from Federal funds, \$19.9 million from state funds, and 36.5 million from local funds. Overall, the percentage covered by local funds has increased from 48.9% in FY90 to 55.9% in FY98, while the percentage of state and federal funds dropped during that period.

The percentage of state funding increased from FY90 until FY93, decreased gradually during the next four years, and rose slightly in FY98. The increases came primarily in the State Special Education Formula Funds appropriated in an effort to reach the 50% state share commitment. The amount appropriated to cover school districts' costs for State-Placed students has also increased significantly during this period of time.

The local share decreased from 48.9% in FY90 to 45.2% in FY93. From FY90 through FY98, local special education funding more than doubled from just over \$30 million to over \$66 million. The 60% state-share funding requirement for the Special Education Funding Formula in Act 60 will reverse this trend. In FY99, the State Special Education Formula Funds will exceed \$70 million, up from \$47 million in FY98.

The table below shows the federal/state/local shares based on the information submitted in the final Special Education Expenditure Reports for each of the fiscal years.

TABLE 2.

School District Special Education Expenditures FY90 to FY98 by Source of Funds

Source	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98
Federal	4,369,216	4,725,737	4,530,275	4,171,428	4,506,878	4,447,205	4,417,608	4,558,754	5,456,104
% of Total	7.1%	6.7%	6.0%	5.2%	5.1%	4.7%	4.3%	4.2%	4.6%
State	27,138,806	31,119,684	35,782,887	39,952,309	38,208,707	40,500,814	43,170,730	43,245,360	47,013,079
% of Total	44.0%	44.3%	47.6%	49.6%	42.9%	42.6%	42.3%	39.4%	39.5%
Local	30,140,365	34,398,815	34,936,407	36,477,664	46,315,431	50,192,435	54,550,155	61,890,205	66,638,178
% of Total	48.9%	49.0%	46.4%	45.2%	52.0%	52.7%	53.4%	56.4%	55.9%
Total	61,648,387	70,244,236	75,249,569	80,601,401	89,031,016	95,140,454	102,138,493	109,694,319	119,107,361

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DEFINITIONS OF FUNDING CATEGORIES

Total School District Special Education Spending

The Total School District Special Education Spending for a year represents all costs reported on the final Special Education Expenditure Reports that districts file with the Department each year. This amount includes the unduplicated total reported as "Special Education Excluding Pre-School-Eligible" and as "Pre-School Special Education." The only amounts reported as "Special Education Excluding Pre-School-Ineligible" included in the total are costs charged to a specific special education revenue source such as IDEA-B.

The unduplicated cost is obtained by deducting revenue received as assessment, excess cost and tuition from the total cost incurred. This eliminates funds that show up as a cost in two school districts. It shows the net cost for a district that accepts tuition; specifically, it shows the cost after deducting the tuition revenue from other school districts.

Ineligible costs are primarily portions of administration and building costs attributed to special education based on allocation formulas. Because the reporting of these costs is inconsistent and because they are not generally considered special education costs, they are not included in this report as part of the cost of special education.

Total School District Special Education Spending is broken down into five categories: Special Education Funding Formula, State/local Preschool Cost, Federal IDEA-B, 89-313 and Preschool Cost, State-Placed Student Cost, and Miscellaneous Federal/State/local Cost which are defined below.

School District Special Education Formula Cost

The Special Education Formula includes costs that are defined as eligible special education costs by State Board rule and which are not paid by another funding category. These costs are eligible for the three funding formula components of Block Grant, Extraordinary Reimbursement and Intensive Reimbursement. They include the specialized instructional and related services required for students eligible for special education under the federal special education law and state special education rules. The definition of formula eligible cost was expanded in FY94 under the "core staff" provision. This allows the staff costs for mainstream special educators and program aides to be counted as special education even though they serve some non-special education students. The number of positions allowed as "core staff" was based on the historical staff levels for mainstream special educators and program aides in each school district. Eligible formula costs also include special education administration and evaluations to determine special education eligibility. The formula costs are for kindergarten through 12th grade services except for a small portion (less than \$110,000) for preschool children who qualify for extraordinary reimbursement.

School District State/local Preschool Cost

The state/local Preschool Cost category includes special education preschool services not covered by federal funds or another funding source. About 60% of these costs are paid for by the state through the Essential Early Education (EEE) grants made to each town.

DEFINITIONS OF FUNDING CATEGORIES

School District Federal IDEA-B, 89-313 and Preschool Cost

The Federal IDEA-B, 89-313, and Preschool category includes federal special education funds. IDEA-B (Individuals with Disabilities Education Act, Part B) provides funding for special education services for children 3 through 21 years old. IDEA-B also provides separate funding for Preschool services. FY97 was the last year of the 89-313 funding for schools, a Chapter 1 funding category for special education students in self-contained special education programs.

School District State-Placed Student Cost

The State-Placed Student category represents special education costs incurred by districts in educating students who are in their schools as a result of placement by a state agency (primarily Social and Rehabilitative Services). If students do not have parents or guardians residing in the district, it may report the special education costs for these students to the Department of Education for 100% reimbursement. However, the cost of mainstream special education services (defined as Learning Specialist services, Resource Room services, speech-language pathology, and special education administration) are not eligible for State-Placed Student reimbursement.

School District Miscellaneous Federal/State/Local Cost

Miscellaneous Federal/State/local includes special education costs covered by other grant categories or local donations. Federal funds included in this category are Title 1 and Even Start. They are not special education grants, but may pay for services to a few special education students. The state funds include the Regional Hearing-Impaired Grants, Regional I-Team Grants and Early Education Initiative Grants.

B. SPECIAL EDUCATION FUNDING FORMULA K-12 COSTS

1. The Largest Component of Total Costs

The majority of the special education school district costs reported in FY98 (over 85%) were eligible under the Special Education Funding Formula. The Formula has three components: the block grant, extraordinary reimbursement, and intensive reimbursement. Payments are made to towns based on their total special education costs.

The block grant is computed prior to the start of the year, based on a statutory formula using Average Daily Membership (ADM). The other two parts are reimbursements, based on the reported costs for each school district. The extraordinary reimbursement paid 90% of the special education costs for individual students in excess of \$16,258 for FY98. Intensive reimbursement provides funds for each district for special education costs not covered by other funding sources. Intensive rates for towns in FY98 varied from 4.1% to 59.1%. The State share for FY98 was 38.6%. The following table shows a summary of formula funding by each component for FY98. Appendix C1 shows the total by supervisory unions for FY98.

TABLE 3.

**Summary of FY98 Special Education Funding Formula
Based on Final Special Education Expenditure Reports as of 9/10/98**

Formula Component	Total Cost	State Share	Local Share
Block Grant	23,703,876	14,222,323	9,481,553
Intensive Reimbursement	67,407,090	14,292,667	53,114,423
Extraordinary Reimbursement	10,550,269	9,510,734	1,039,535
Total for School Districts	101,661,235	38,025,724	63,635,511
Statewide Programs	1,934,618	1,934,618	
FORMULA TOTAL	103,595,853	39,960,342	63,635,511

The intensive part of the Formula, at 65% of the total, was the largest for FY98. The state's Block Grant and local match accounts for about 23% of total formula costs. The extraordinary component that reimburses for high-cost students accounts for 10%.

Statewide programs, at \$1,934,618 for FY98, is the only category that is totally state-funded. Funding, focused on consultation for low-incidence disabilities, is provided for Consultants for the Deaf and Hard of Hearing and Visually Impaired and the State Interdisciplinary Team, which focuses on students with severe disabilities. This state funding supports the continuing presence of this special expertise in Vermont.

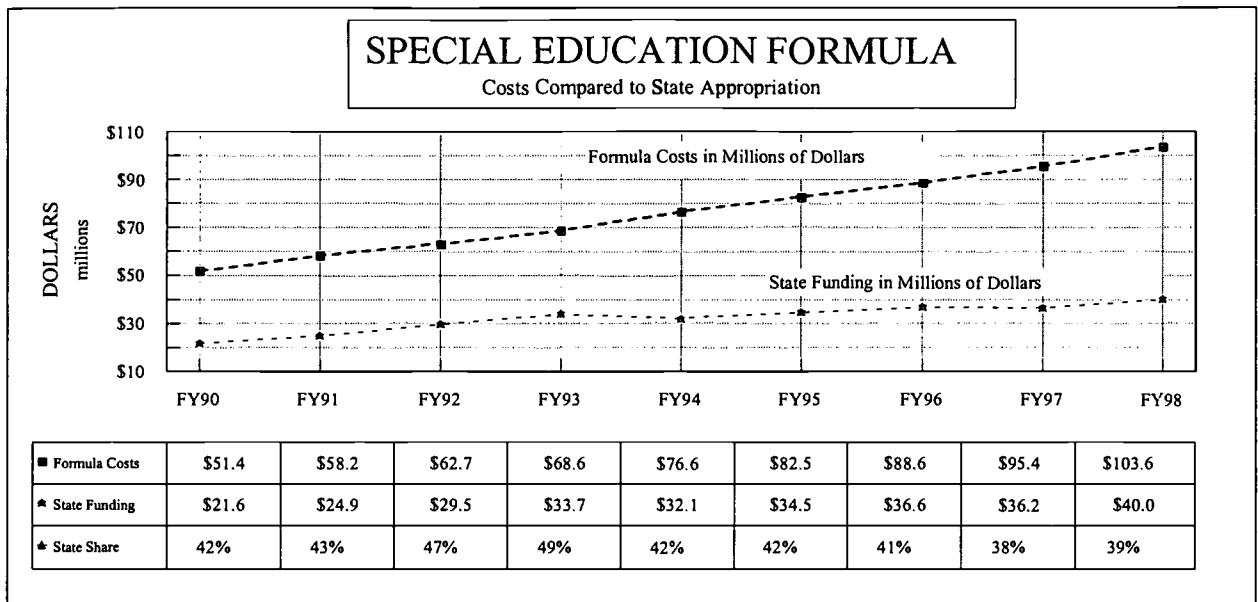
The amount each town receives under the formula is based on a combination of many factors. Funding depends on total costs and how they are divided between the various formula components. Appendix B1 shows the amount reported for each town in FY98 and the reimbursement each received under the Formula. Eligible costs include those that the town pays for itself, and its share of costs paid by the supervisory union and union schools of which the town is a member.

2. Trends in Special Education Formula Costs and State Funding

Special Education Formula costs doubled from FY90 to FY98. Figure 4 shows the history of Formula costs compared to state funding for formula cost for the year. State funding is different from the state appropriation for the year as the state is on a cash basis. One appropriation covers final payments for the prior fiscal year and the bulk of payments for the current fiscal year. Appendix C4 shows the amounts by supervisory unions for FY91 through FY98.

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FIGURE 4.



3. Special Education K-12 Spending by Expenditure Category

The Special Education Expenditure Reports, which every district files with the Department annually, show cost by expenditure category. The Department's Handbook II establishes codes for categories of expenditures by: (1) purposes of the expenses (e.g., direct instruction, student transportation, food service) and (2) types of expenses (e.g., salaries, benefits, supplies). The function code denotes the purpose, and the object code denotes the type of expense.

Appendix A1 is a summary of the final FY98 Special Education Expenditure Reports for FY98 for the state as a whole. Appendix A2 compares the expenditure categories for K-12 Special Education Costs for FY98 to FY97. Of the increase, \$7.1 million of the \$9.3 million (76%) is in the category of special education direct instruction. Table 4 below shows the expenditure breakdown in this category by type of expenditure.

TABLE 4.**Comparison of Special Education Direct Instruction Cost from FY97 to FY98**

Object Code	Object Code Description	Special Education Eligible K-12 Costs		Difference	% Change	% of Total Increase
		FY98	FY97			
100	Personnel Services – Salaries	54,297,297.48	50,010,782.54	4,286,514.94	8.6%	46.3%
200	Personnel Services – Benefits	11,882,765.42	11,344,606.30	538,159.12	4.7%	5.8%
300	Purchased Professional & Technical Services	7,441,944.38	7,433,315.78	8,628.60	0.1%	0.1%
400	Purchased Property Services	76,089.29	90,534.84	-14,445.55	-16.0%	-0.2%
500	Other Purchased Services	18,855,100.94	16,789,491.53	2,065,609.41	12.3%	22.3%
600	Supplies	849,329.75	712,646.01	136,683.74	19.2%	1.5%
700	Property	460,738.36	360,346.56	100,391.80	27.9%	1.1%
800	Other Objects	11,098.33	18,395.93	-7,297.60	-39.7%	-0.1%
900	Other Uses of Funds	25.00	20,361.85	-20,336.85	-99.9%	-0.2%
Total Direct Instruction Costs		93,874,388.95	86,780,481.34	7,093,907.61	8.2%	76.6%
Total Special Education Costs Reported		114,135,992.32	104,884,418.30	9,251,574.02	8.8%	100.0%

Of the total increase in special education direct instruction, the salary and benefit categories account for \$4.8 million or 68%. The Other Purchased Services category, which is primarily tuition cost, accounts for \$2.1 million of direct instruction costs or about 30% of the total.

C. EXTRAORDINARY COSTS

1. Extraordinary Reimbursement for FY98

The Special Education Funding Formula includes an extraordinary reimbursement component designed to assist school districts to pay for the high costs of serving students with very intensive needs. This was considered necessary when the formula was first implemented, particularly to protect small towns from potentially catastrophic costs from even one high-cost student. To qualify for extraordinary reimbursement in FY98, the student's special education costs had to exceed 3.5 times the foundation cost, or \$16,258. Costs exceeding the threshold amount were reimbursed at 90%. Costs up to the threshold were covered under the intensive reimbursement component.

TABLE 5.
Extraordinary Cost Information for FY98

Description	Number
Number of Students Reported above Threshold	845
Extraordinary Threshold for FY98	\$16,258
Total Cost of Students Qualifying for Extraordinary Reimbursement	\$24,214,649
Amount Eligible for Extraordinary Reimbursement	\$10,476,639
Extraordinary Reimbursement based on 90%	\$9,428,975

In FY98, as shown in Table 5, there were 845 students whose special education costs exceeded \$16,258. Of these, 86 were residential placements for some portion of the year. The total cost reported for the 845 students was \$24,214,649, representing close to 25% of the total formula cost of \$103.6 million (see Table 3 on page 25). With \$10,476,639 eligible for reimbursement at 90%, \$9,428,975 was reimbursed in FY98 excluding the adjustments made for the "Austine Provision". The "Austine Provision" of the appropriation act allowed for 100% funding for all of the cost of students placed at the Austine School for the Deaf and Hard of Hearing in excess of three students for towns with an ADM of 1,000 or greater or in excess of two for towns with an ADM of less than 1,000.

One of the positive features of the Vermont Special Education Funding Formula is that it is considered placement neutral. In other words, a school district does not receive more funding for a student solely because he or she is placed residentially or in a self-contained special education classroom than for a student who is "mainstreamed," i.e. who spends a portion of time in the regular education environment. The reimbursement is based on the cost of the student's program, not on whether it is a residential or special class program. The federal IDEA law requires students with disabilities to be educated with their peers who are not disabled to the extent possible. An amendment to IDEA in 1997 requires states to use funding mechanisms that do not result in placements that violate the federal least restrictive environment provision. Vermont's extraordinary funding provision is considered appropriate, as the criterion is cost and not the type of placement.

2. Costs of Extraordinary Students by Disability in FY98

The table below shows the breakdown of the number and cost of extraordinary students by disability category. The data are calculated from the Extraordinary Cost Detail of the final FY98 Special Education Expenditure Reports.

TABLE 6.

Special Education Students Claimed as Extraordinary Number of Students and Cost By Disability Category for FY98

Disability Category	# of Students Claimed as Extraordinary	% of Total Extraordinary Students	Total Cost of Extraordinary Students	% of Total Cost	Average Cost
Learning Impaired	204	24.1%	5,024,364	20.7%	24,629
Hearing Impaired	29	3.4%	1,041,192	4.3%	35,903
Deaf	41	4.9%	1,933,796	8.0%	47,166
Speech/Lang. Impaired	53	6.3%	1,281,583	5.3%	24,181
Visually Impaired	14	1.7%	415,010	1.7%	29,644
Emotional/Beh. Disability	178	21.1%	5,202,570	21.5%	29,228
Orthopedically Impaired	20	2.4%	503,669	2.1%	25,183
Other Health Impaired	74	8.8%	2,044,602	8.4%	27,630
Spec. Learning Disability	73	8.6%	2,128,114	8.8%	29,152
Deaf-Blind	2	0.2%	53,574	0.2%	26,787
Multi-Handicapped	42	5.0%	1,428,475	5.9%	34,011
Developmentally Delayed	59	7.0%	1,556,301	6.4%	26,378
Traumatic Brain Injury	6	0.7%	158,431	0.7%	26,405
Autism	50	5.9%	1,442,968	6.0%	28,860
Total	845	100.00%	24,214,649	100.0%	28,656

The only costs available statewide by disability category are those for extraordinary students. While it is important to remember that these relate to only part of the special education population, they are the costs of educating the most expensive students. The two disability categories which continue to have the largest number of students are learning impaired and emotional/behavioral disability. These two categories have accounted for over 45% of the students claimed for extraordinary reimbursement since FY95, when the data were first compiled.

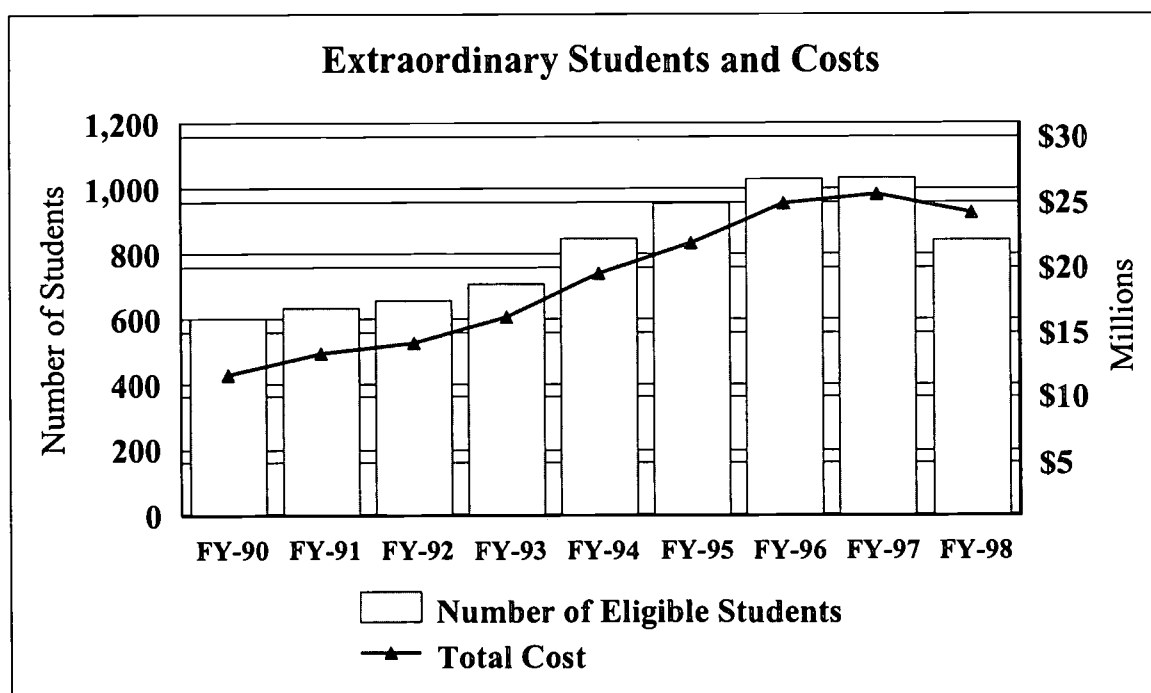
More complete information on the cost by disability category can be found in Appendix A5. In that chart, the information on residential placements includes only those students who were in residential placements and whose cost for the year met the extraordinary threshold. The count would not include students who were residentially placed but whose cost did not exceed the threshold amount. Also, a student is reported in Appendix A5 as residentially placed if the student was in a residential placement for any portion of the year.

3. The Trend in Extraordinary Costs Changes

The number of students qualifying for extraordinary reimbursement declined 18%, from 1,035 in FY97 to 845 in FY98. This is a dramatic change from the increase experienced over the past six years. In FY90, there were 599 qualifying students. By FY96, 1,021 students qualified. Some state policy makers were wondering if the 90% reimbursement provided an incentive to attribute more cost to individual students. As the amount spent on extraordinary increased, it reduced the portion of formula funds available for intensive reimbursement, the only wealth driven part of the formula. This had the effect of reducing the intensive reimbursement received by the “poorer” towns, making the cost to these towns higher. This concern prompted an increase in the threshold to 3.5 times the foundation cost for FY98, and a change in the deductible under Act 60 to \$50,000 starting in FY99.

Figure 5 below shows the number of students who qualified for extraordinary reimbursement who were claimed on the Special Education Expenditure Reports for FY90 through FY98. This graph shows a leveling off of the number of students in FYs96 and 97, and a decline in FY98. With the drop in the number of students, and the increase in the extraordinary reimbursement threshold (see Table 7, p. 31), the amount of extraordinary reimbursement fell by \$1.2 million, or 11.7%.

FIGURE 5.



More details on the number of students and the amounts reported for extraordinary reimbursement are available in Appendix A4 for Vermont as a whole and in Appendix C3 for supervisory unions.

One factor that contributed to the leveling off and drops in the number of students in recent years is the extraordinary reimbursement threshold. If the threshold is increasing at a higher rate than the costs, fewer students should be exceeding the threshold. The table below shows that, for years in which the extraordinary threshold increased significantly, there was a much

lower rate of increase in the number of students. When the threshold increase was particularly large, as in FY98, the number of students decreased substantially. The change in the threshold, combined with an increase in the appropriation, had the effect of increasing the intensive reimbursement to poorer towns. The range in intensive reimbursement shifted from 2.6 to 42.6% for FY97 to 4.1 to 59.1% for FY98.

TABLE 7.

**Extraordinary Threshold and Students
For FY90 through FY98**

Fiscal Year	Extraordinary Limit	% Increase over Previous Year	No. of Students Eligible	% Increase over Previous Year
FY90	9,900		599	
FY91	10,725	8.3%	634	5.8%
FY92	11,700	9.1%	654	3.2%
FY93	12,060	3.1%	709	8.4%
FY94	12,075	0.1%	849	19.7%
FY95	12,390	2.6%	956	12.6%
FY96	12,660	2.2%	1,021	6.8%
FY97	13,305	5.1%	1,035	1.4%
FY98	16,258	22.2%	845	-18.4%

For FY93 through FY96, when the increase in the extraordinary limit was less than 3%, there were significant increases in the number of extraordinary students, ranging from 6.8% to 19.7%. For FY91 and FY92, when the increase in the extraordinary limit was 8% or 9%, the increase in the number of extraordinary students was smaller (5.8% and 3.2%). The moderate increase (5.1%) in the dollar amount of the extraordinary threshold in FY97 correlated with a moderate increase in the number of students qualifying for extraordinary reimbursement. In FY98, with the relatively large threshold increase of over 22%, the number of qualifying students fell by over 18%.

4. Increase in Extraordinary Threshold to \$50,000 in FY99

One of the changes to the special education formula made by Act 60 was the increase in the threshold for extraordinary reimbursement. The increase was from a threshold of 3 ½ times the foundation per pupil cost (\$16,258 in FY98) to \$50,000. This will dramatically decrease the number of eligible students. For FY98, there were 68 students reported whose special education costs exceeded \$50,000. The majority of these students were in the three disability categories of Deaf, Hearing Impaired, and Emotional/Behavioral Disability. With this much smaller group, the information in future years will not be comparable to FY98 and before.

D. PRESCHOOL SPECIAL EDUCATION COSTS

1. FY98 Preschool Special Education Spending by School Districts

School districts have been required since July 1, 1991 to provide special education services to three through five-year olds. Districts also collaborate with the Family Infant & Toddler Project in the provision of services to birth through two-year olds. For FY98, total preschool special education costs (including federal) for school districts were \$7,901,820. This represented 6.6% of total school district special education costs reported for FY98.

Based on service plan estimates, there were 1,902 children (birth through 5) served in FY98 who met the special education eligibility criteria. (The service plan instructions request that children be counted if they would meet the eligibility criteria, even if the district has not done or does not plan to do a special education evaluation.) This number is higher than the 1,210 preschool students reported on of December 1, 1997 child count. The lower child count is the result of some school administrators' reluctance to label young children as "disabled" and the difference in data collection based on a specific date and an estimate for the whole year.

2. Preschool Special Education Spending from FY90 to FY98

Preschool special education costs increased by 5.0% from FY97 to FY98, which is higher than the average annual increase from FY92 to FY97 of 3.3%. There was a significant increase in preschool special education costs in FY91 and FY92 as school districts were preparing for the mandate to serve eligible three through five year-olds. Preschool special education costs increased from \$4.2 million in FY90 to \$6.4 million in FY92. Since FY92, costs have shown a much more modest rate of increase to reach \$7.9 million in FY98.

TABLE 8.

Special Education Preschool Cost FY90 through FY98

Fiscal Year	Preschool Special Education Costs	% increase
FY98	7,901,820	+5.0%
FY97	7,523,487	+3.0%
FY96	7,304,967	+8.5%
FY95	6,732,327	+6.2%
FY94	6,338,737	+1.0%
FY93	6,276,348	-2.5%
FY92	6,434,971	+19.0%
FY91	5,406,739	+28.9%
FY90	4,193,222	

The costs of preschool special education include those for direct instruction, related services, program administration, some building-related costs and some pro-rated general administration costs. See Appendix A3 for more detail. Costs for some of these categories are not included in the Kindergarten through 12th grade costs because they are not eligible for formula reimbursement. Specifically, building costs are included here if separate facilities

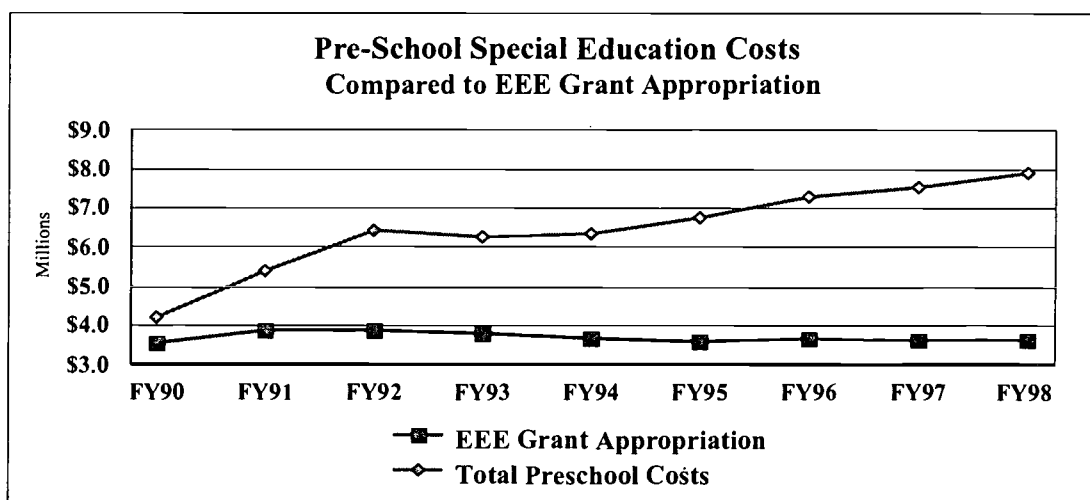
are used for the preschool program, though they are not included in costs for K-12 special education. Preschool services are offered in a variety of settings around the state. Some school districts or supervisory unions primarily provide services at a specific location, while others serve children primarily at home or at child care centers.

3. Preschool Spending by Source of Funds

Several funding sources are available to school districts for their preschool special education costs. The largest share is from the state funding category of Essential Early Education (EEE) grants. Prior to FY92, the state funded regional EEE programs after a review of their proposed budgets. Since FY92, the amount appropriated by the state each year has been distributed to towns based on their estimated numbers of three through five year-olds. Since the state does not have a count of three through five year-olds, the State Board by rule chose to use the Average Daily Membership of students in grades 1, 2 and 3 as an estimate. School districts are allowed some latitude in how they spend EEE funds. The State Board rule requires that funds be used for providing special education services for three through five year-olds who are eligible for special education. Once that requirement is met, however, school districts may use EEE funds to provide services to eligible children who are birth to three years old or to provide services to children birth to six who have been identified as being at risk of school failure.

The state Essential Early Education (EEE) grant appropriation gradually declined from FY92 through FY95 and rose slightly in FY96. The cost of providing preschool special education has continued to grow during this period. The figure below shows this trend of increasing preschool costs and a slightly decreasing state appropriation. With Act 60, the level of the state appropriation for EEE is likely to be increased annually by the Consumer Price Index.

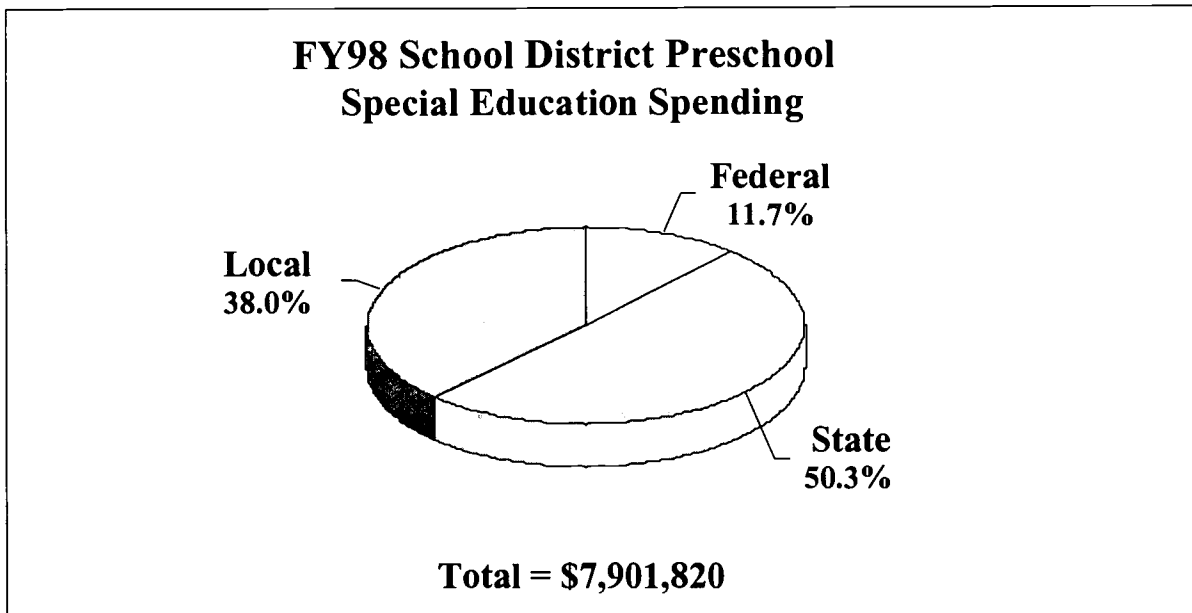
FIGURE 6.



A significant portion of preschool special education costs is paid from federal funds. In FY98, school districts used \$921,573 in federal funds, representing 11.7% of all preschool costs (see Figure 7). On average from FY90 through FY98, federal funds have paid for

12.4% of school districts' preschool special education costs. This is significantly higher than the overall school district special education costs (4.6% in FY98) covered by federal funds. Of federal funds used for preschool special education in FY98, 66% is IDEA Preschool funding and 21% is IDEA-B funding for three through twenty-one year-olds. The balance is from other federal categories used by school districts to serve special education children.

FIGURE 7.



A comparison of the preschool special education spending for FY97 and FY98 is contained in the Appendix A3. The overall increase between the two years was \$378,333, about 5%. The expenditure categories with significant increases were direct instruction salaries (up \$113,704 or 3.1%), other purchased services (up \$86,040 or 11.9%) and support services (up \$195,767 or 15.4%).

PART IV.

IV. SPECIAL EDUCATION COST INCREASES: EXPLORING A COMPLEX ISSUE

A. SPECIAL EDUCATION COST INCREASES

The increase in total special education spending discussed in Part III above is due primarily to increases in the Special Education Funding Formula, which accounted for 87.6% of the increase in total spending from FY90 to FY98. Formula eligible spending rose from \$51.4 million in FY90 to \$101.7 million in FY98.

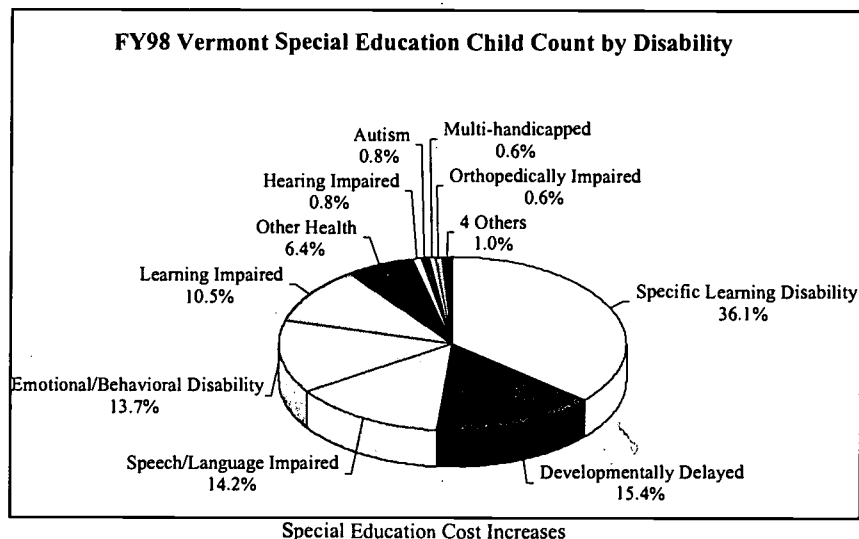
Understanding these higher costs requires an analysis of changes in a variety of factors. The increased spending comes primarily from two factors: the hiring of additional staff to provide services to meet increasing student need and inflation in the cost of services. The issue is made more complex by dramatic differences in special education spending from district to district, and the different ways school districts have implemented Act 230 and special education. There has also been a significant recent increase in the number of alternative programs to meet students' needs. These new programs often result in increased costs. This section of the report examines the factors that explain increasing special education costs in Vermont.

B. SPECIAL EDUCATION STUDENT NEEDS INCREASE

1. Number of Students Served Increases for FY98

In FY98, the total special education child count was 12,740, representing a 3.4% increase over the FY97 figure of 12,322. This included 324 children aged birth through two, 886 aged three through five, and 11,530 at the kindergarten through 12 grade levels. The disability categories experiencing the largest growth in numbers since FY97 were other health impairment, which increased by 150 students, and emotional/behavioral disability, which rose by 108 students. Growth in these two categories accounted for over 60% of the total child count increase for the year. See Figure 8.

FIGURE 8.



Special Education Cost Increases

2. Vermont Special Education Child Count Trend

The FY98 child count increase continued the upward trend in the number of students receiving special education services that began in FY95. These numbers do not include students receiving services under Act 230 or Section 504 of the federal Rehabilitation Act. The number of Vermont students receiving special education reached a high of 13,243 in FY90. With the implementation of Act 230, the total special education child count fell to a low of 10,804 in FY94.

Table 9 below summarizes special education child count by disability category from FY92 to FY98.

TABLE 9.
Vermont Special Education Child Count by Disability Category: FY92 - FY98
(Birth through 21)

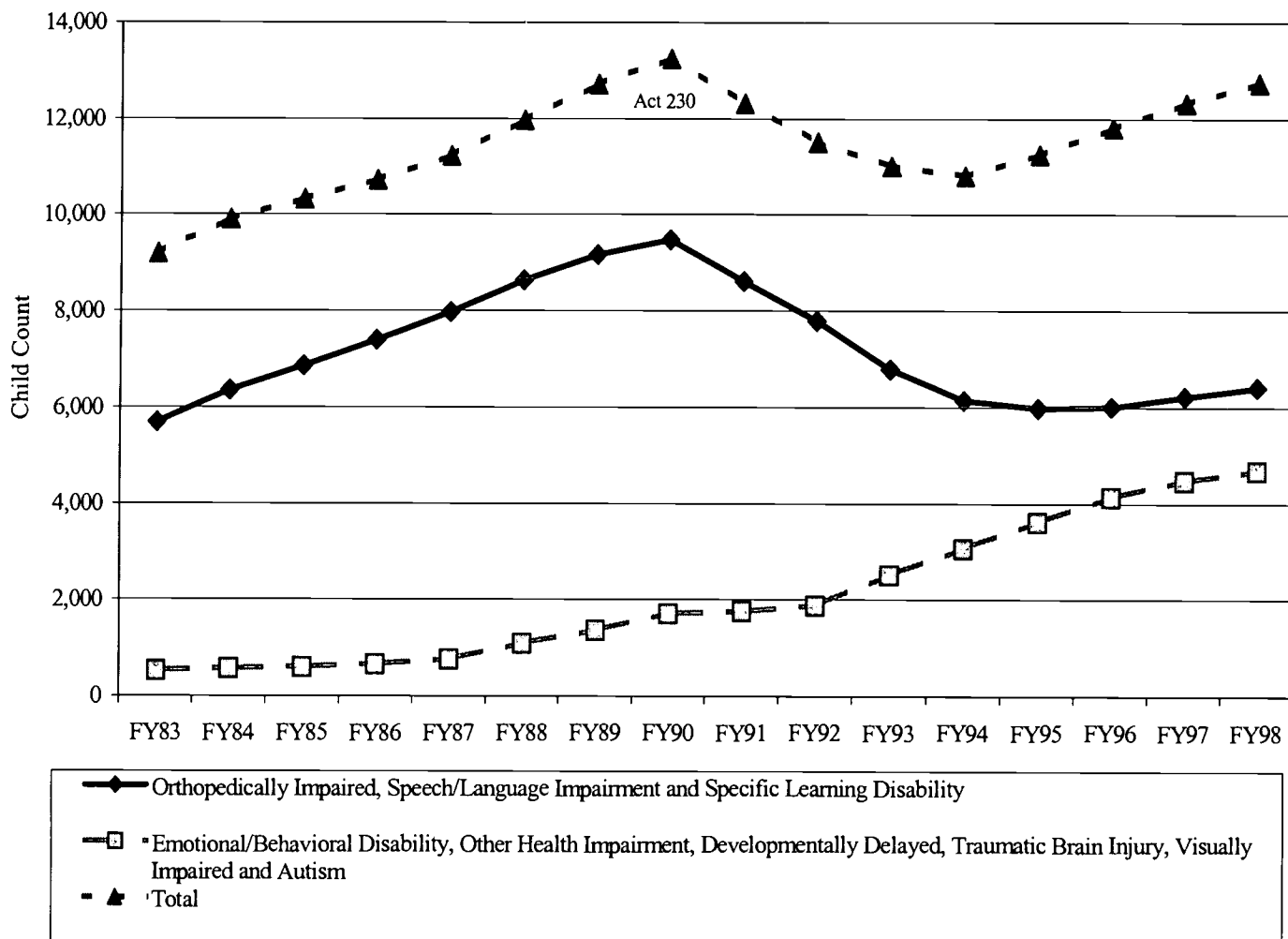
Disability Category	FY92	FY93	FY94	FY95	FY96	FY97	FY98
Learning Impaired	1,412	1,357	1,284	1,344	1,356	1,315	1,336
Hearing Impaired	134	108	103	95	92	100	99
Deaf	59	43	38	51	53	56	54
Speech/Lang. Impaired	2,706	1,989	1,700	1,628	1,611	1,713	1,810
Visually Impaired	35	33	35	31	33	38	38
Emotional/Beh. Disability	925	978	1,115	1,246	1,479	1,638	1,746
Orthopedically Impaired	109	95	86	82	75	74	76
Other Health Impaired	203	216	289	390	526	668	818
Spec. Learning Disability	5,084	4,798	4,444	4,358	4,397	4,508	4,601
Deaf-Blind	2	1	1	1	1	1	2
Multi-Handicapped	133	109	91	80	85	80	78
Developmentally Delayed	709	1,260	1,576	1,891	2,017	2,035	1,950
Traumatic Brain Injury	NA	9	15	22	29	32	34
Autism	NA	13	27	30	51	64	98
Total	11,511	11,009	10,804	11,249	11,805	12,322	12,740
K-12 Child Count as Percentage of K-12 ADM	10.8%	10.1%	9.6%	9.8%	10.3%	10.6%	11.1%

Following the passage of Act 230 in 1990, the number of students in certain disability categories continued the gradual upward trend that had prevailed since the early 1980's. Other categories decreased, as many students with mild speech/language and learning disabilities were exited from special education while continuing to receive services. The net result was a decline in overall child count. This decline continued until FY95, when the number of students in the growing disability categories began to experience more significant increases. Increases in the areas of emotional/behavioral disability, autism,

other health impaired, and traumatic brain injury have been responsible for the overall rise in special education child count since FY95 (see Figure 9). The introduction of traumatic brain injury and autism as separate categories in FY92 contributed to this increase. The definition of the developmentally delayed category changed in 1987.

FIGURE 9.

Vermont Special Education Child Count : FY83 - FY98



3. Increasing Child Count and Formula Cost

A portion of the growth in formula spending since FY94 is attributable to the increase in the number of students receiving special education services. One way to consider this is to look at the change in special education costs per student, which went from \$7,753 in FY94 to \$8,985 in FY98. Using the annual growth rates in Table 10 below, this is an average annual increase of 3.8%, as compared to a 7.7% average annual increase in formula cost.

TABLE 10.
Cost per Special Education Student: FY94 – FY98

	FY94	FY95	FY96	FY97	FY98	Average Annual % change
Formula Cost (millions)	\$75.6	\$81.3	\$87.4	\$94.1	\$101.7	7.7%
Annual % change		7.7%	7.5%	7.6%	8.1%	
K-12 Child Count	9,886	10,131	10,651	11,110	11,530	3.9%
Annual % change		2.5%	5.1%	4.3%	3.8%	
Cost/Student	\$7,753	\$8,140	\$8,319	\$8,586	\$8,985	3.8%
Annual % change		5.0%	2.2%	3.2%	4.6%	

4. National Special Education Child Counts are Similar to the Vermont Trend

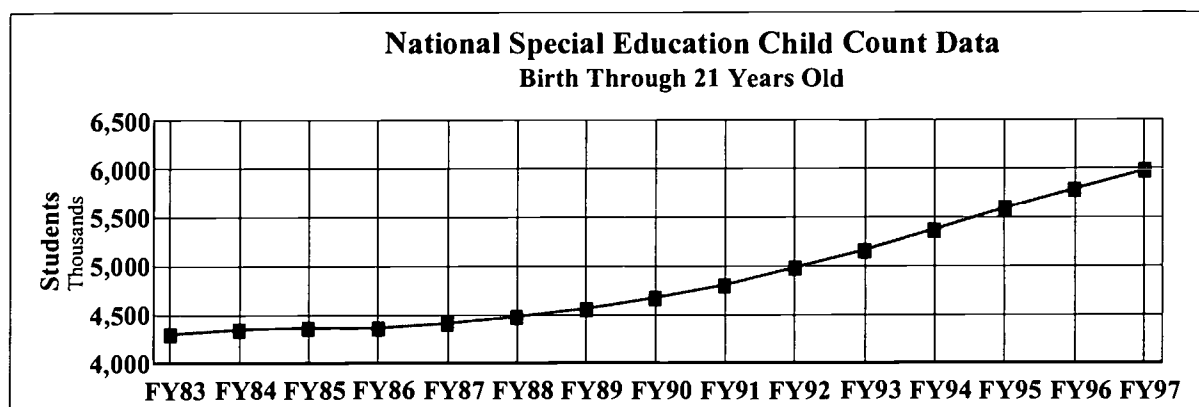
Figure 10 below shows the rise in the special education child count nationally from FY83 through FY97. From FY94 to FY97, national child count grew at an average annual rate of 3.8%, compared to Vermont's 4.0% average growth over the same period.

Since FY92, when 11.7% of national pre-K-12 enrollment was receiving special education services, this percentage has increased slightly each year. By FY97, 12.6% of national pre-K-12 enrollment was receiving special education services [U.S. Department of Education, 1998]. In contrast, Vermont's ratio of K-12 child count to enrollment was 10.8% in FY92, fell to 9.6% by FY94 and rose to 10.6% by FY97.

The disability patterns for Vermont reflect the larger patterns for special education across the country. At the national level for the 6-21 age group, the majority of students in the special education child count were in the "specific learning disabilities" category for FY95, FY96, and FY97. This category, also the largest for Vermont, accounted for between 37% and 39% of Vermont K-12 special education students for those years. Speech/language impairment, mental retardation (categorized as "learning impaired" by Vermont), and emotional/behavioral disability accounted for over 40% more of the national special education child count. Since FY95 in Vermont, these three disability categories have also been the largest in terms of child count, after specific learning disability.

At the national level, the three disability categories accounting for the largest relative increases between 1996-97 and the previous school year were other health impairments, autism, and traumatic brain injury. In Vermont, the disability categories with the highest growth in student numbers between FY96 and FY97 include emotional/behavioral disability, other health impairment, and speech/language disability. In terms of growth *rates*, the categories of other health impairments, autism, visual impairment, and emotional/behavioral disability had the largest percentage increases.

FIGURE 10.



C. INFLATION

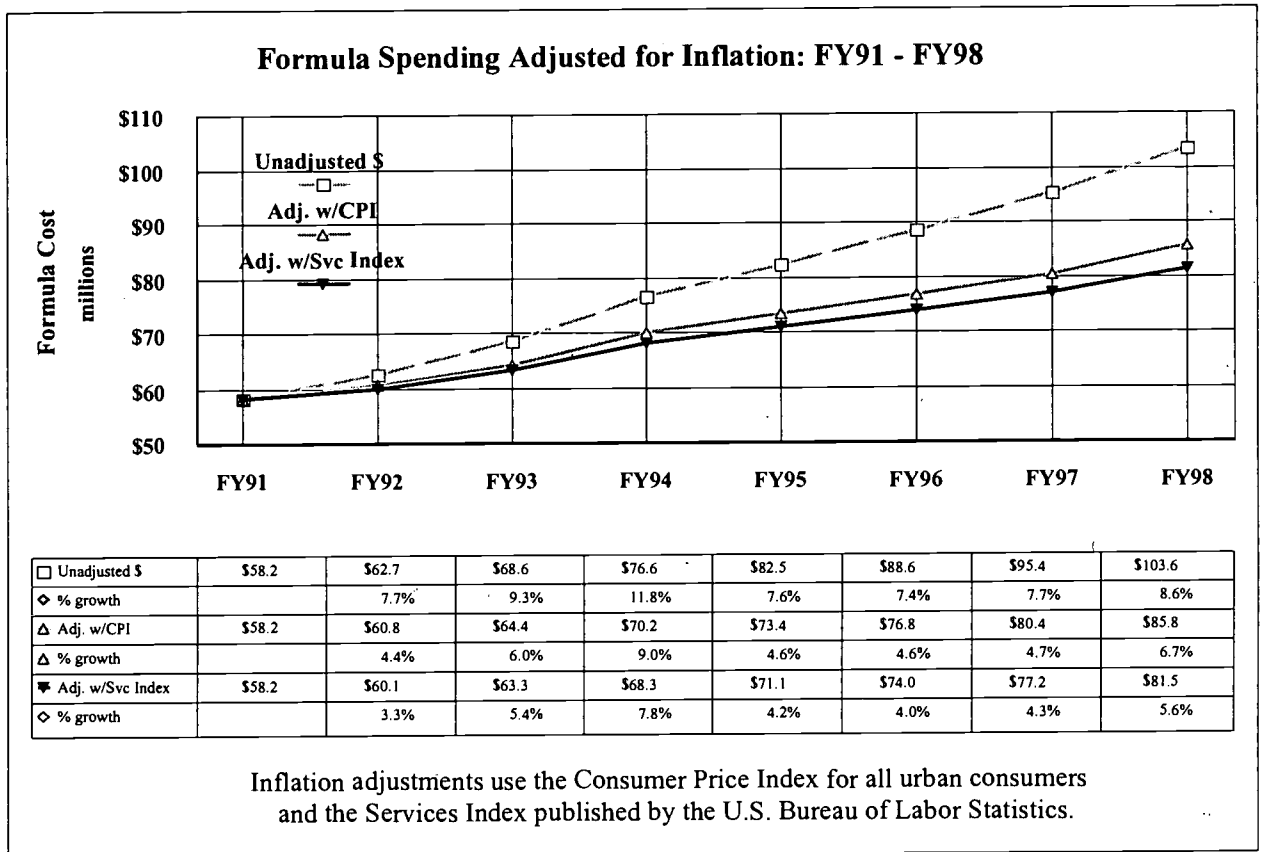
1. Adjusting Formula Costs for Inflation

The special education formula spending trend presented in Part III does not identify whether the increases are due to additional services being purchased or the higher cost of services i.e., inflation. Which price index should be used to adjust the spending to account for inflation is not obvious. The “Consumer Price Index” (CPI), used to measure price changes for goods and services for the economy as a whole, may not be the most appropriate, for two reasons. First, the CPI values computed at the national or regional level may not reflect actual price changes occurring in Vermont in recent years. For example, while the CPI has increased annually since 1994 by an average of 2.5%, teachers’ salaries in Vermont have increased by an average of 1.7% per year over the same period [Vermont School Boards Association, 1998]. Using the CPI to adjust spending in Vermont for these years would therefore overestimate the effects of inflation.

A second problem with using the CPI has been recently discussed by Richard Rothstein and Lawrence Mishel [1996] who use education cost data dating back to 1967 to conclude that costs incurred in education are not the costs reflected in the Consumer Price Index. Two of the primary components of the CPI are increases in food and housing, neither of which significantly influence education costs. For most years, they argue, the CPI would underestimate the level of price increases faced by the education sector. Because education is a service that reacts to price pressures differently than food or housing, Rothstein and Mishel propose that the best index to use for education costs is the Services Index published by the U.S. Bureau of Labor Statistics.

The figure below compares three measures of Vermont’s Special Education Formula spending over time: spending in “unadjusted” dollars, adjusted spending using the Consumer Price Index, and adjusted spending using the Services Index. Annual growth rates of “unadjusted” spending averaged 8.3% from FY91 to FY98. Accounting for the effects of inflation by using CPI, the adjusted growth rates in formula spending averaged 5.4%. Using the Services Index reduces the adjusted growth rates to an average of 4.6%.

FIGURE 11.



2. Impact of Increased Staff and Inflation

Attributing such a large proportion of the increase in Vermont's special education spending to inflation alone is not consistent with what we know has occurred in Vermont. A substantial portion of the formula spending growth is attributable to increases in the number of staff. The increase in formula spending was \$45.4 million from FY91 to FY98. Of that amount, \$24.2 million could be accounted for by the increase in the number of staff. \$15.8 million could be attributed to inflation, to the extent that the Services Index accurately represents Vermont's inflationary experience.

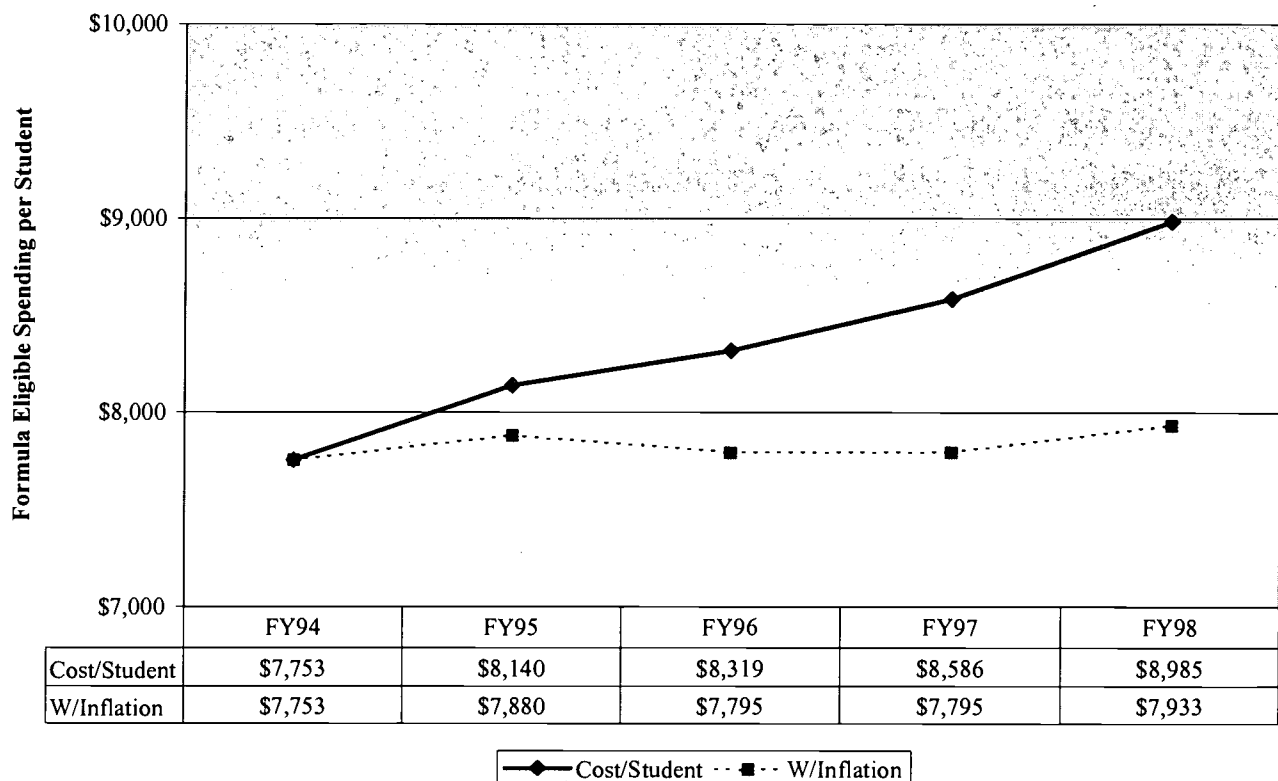
This cost information points out the importance of staff increases in the overall cost increase. The only consistent information over time that the Department has on Special Education K-12 staff costs is obtained from Special Education Service Plans that are submitted annually by the supervisory unions.

3. Inflation and Special Education Cost per Student

If inflation is considered using the Services Index, the cost per student has increased from \$7,753 in FY94 to \$7,933 in FY98, a 2.3% increase (see Figure 12). If student need is increasing as child count figures indicate, then the growth of special education costs appears more reasonable than the 7-8% annual increase in total costs indicates.

FIGURE 12.

Formula Eligible Spending per Special Education K-12 Student: FY94 - FY98



4. Growth in Formula Cost and Child Count Increases from FY94 to FY98

As discussed earlier, formula spending increases since FY94 have resulted from a combination of factors, including a larger special education population and the attendant larger staff, inflation, and changes in the student population. Formula spending increased by \$27 million from FY94 to FY98. We can estimate the portion of this increase due to each of these factors. Applying the FY94 average student cost to each year, the portion of the increase resulting from higher student numbers is approximately \$12.7 million. Using the Services Index to estimate inflation accounts for another \$14.2 million of the \$27 million. The remaining \$2.1 million may be explained by changes in the composition of the special education population. Increases in the areas of

emotional/behavioral disability, autism, other health impaired, and traumatic brain injury have often required intensive, high cost services and can lead to the addition of staff. For example, over 20% of students eligible for extraordinary reimbursement from FY96 through FY98 were in the emotional/behavioral disability category.

D. SPECIAL EDUCATION STAFF

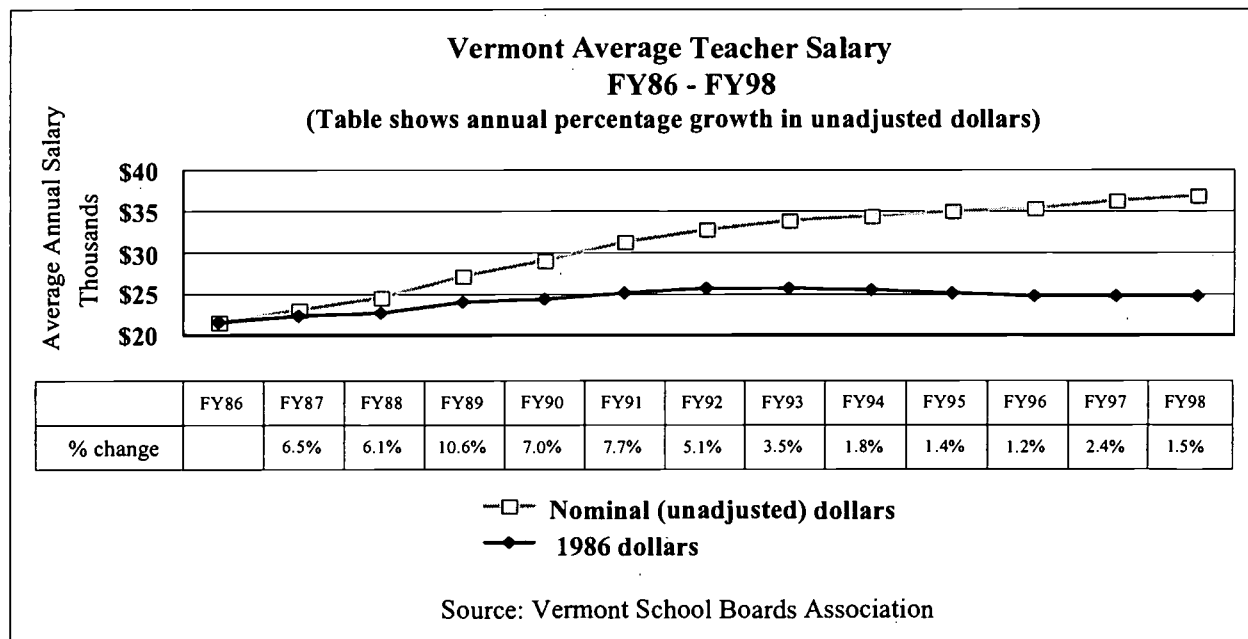
Of the \$119.1 million spent by school districts for special education in FY98, \$87.9 million represents compensation for employees: \$72.6 million for salaries and \$15.3 million for benefits. Another \$14.3 million are classified as purchased professional and technical services (primarily personal service contracts) based on information pulled from the annual statistical reports for FY98. Therefore, over \$102 million of the \$119.1 million, or 85.6%, relates to staff costs.

1. Role of Salary Rates in Determining Professional Staff Costs and Increases

Staff costs depend on three factors: salary rates, cost of benefits, and the number of staff employed. Based on information from the Vermont School Boards Association on teachers' salaries and contract settlements, the average annual salary for professional teachers for FY98 was \$36,895. This represented an increase of 1.5% from FY97. An indication of salary range is provided by FY99 teachers' contracts, which ranged from an average minimum rate of \$22,933 to an average maximum rate of \$44,595 annually.

Since FY86, overall salary rates have increased by an average of 4.6% annually. As the figure below illustrates, growth rates in the late 1980s and early 1990s were considerably higher than the more recent trend, when increases have not kept pace with inflation, as measured by the Consumer Price Index. The average annual salary increase from FY90 to FY98 was 3.1%. From FY94 to FY98, however, the average increase was 1.6%.

FIGURE 13.



2. Portion of Staff Costs Attributable to Benefits

Based on FY98 special education expenditures reported for direct instruction, the percent of total compensation attributable to benefits for all staff (i.e., teachers and aides) was 17.9%, a drop of 0.4% from FY97. From FY90 to FY98, the breakdown between salary and benefits for special education direct instruction has not varied substantially, hitting a low of 17.0% for benefits in FY90 and a high of 19.1% for benefits in FY94. The average over this period was 18.1%.

3. Special Education Staff Numbers Continue to Increase

The increasing trend in special education child count since FY94 highlighted previously has contributed to increases in special education staff. Because staff costs comprise the vast majority of overall special education costs, a large part of the growth in special education spending is due to these rising staff numbers. Special Education Service Plan forms request each school district to report the current full-time equivalent number of staff employed to provide special education services for kindergarten through 12th grade students. This information is available for FY90 through FY99. The data show that the total number of professional educators rose from 878 to 1,247, a 42% increase. The number of special education aides, however, over the same period increased from 1,186 to 2,838 or by 139%. This is a total of 2,021 additional staff providing special education in a ten-year period, an overall rise of 98%. Figure 14 below shows the number of professionals and aides as reported for FY90 through FY99.

FIGURE 14.

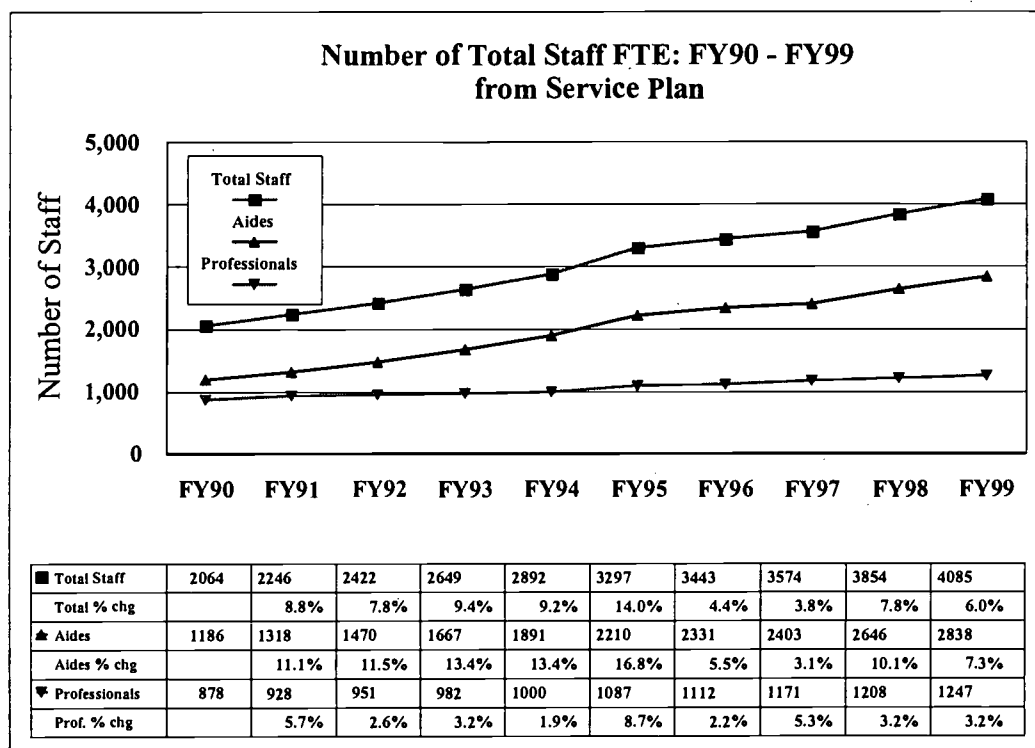
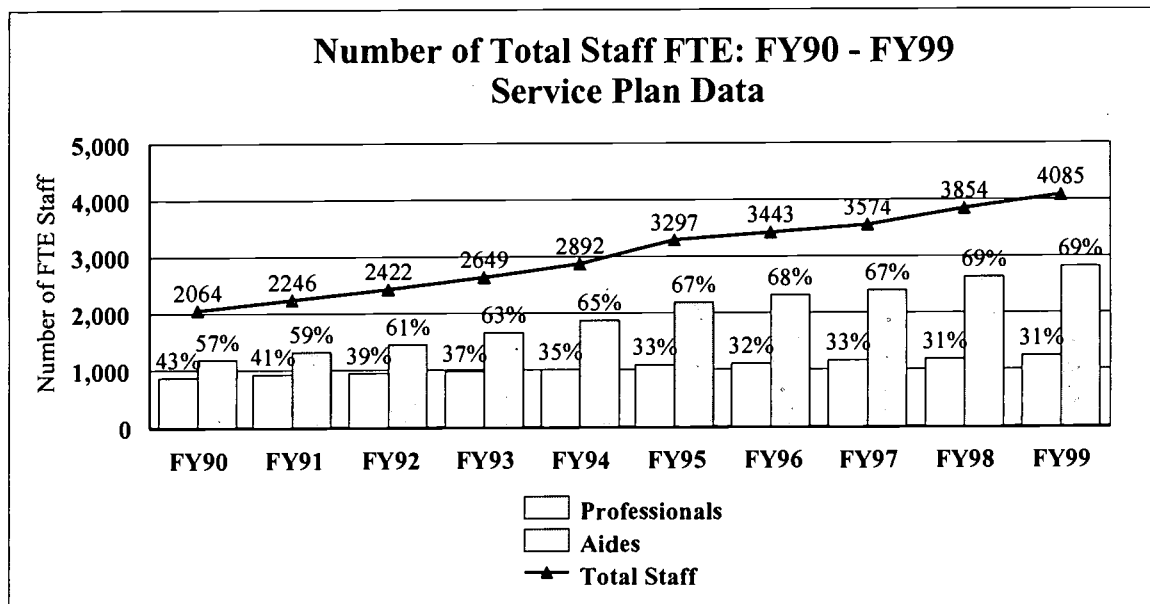


Figure 15 shows the trend in the number of total special education staff, FY90-99, and the percentage of teachers and aides for each year.

FIGURE 15.



E. SPENDING DIFFERENCES AMONG SCHOOL DISTRICTS

School districts across Vermont vary significantly in size and special education student populations. These differences naturally contribute to the wide variation seen across the state in school district spending on special education.

1. Range in Spending

The amount that the 59 Vermont supervisory unions spent in FY98 on special education services eligible for the funding formula varied substantially, ranging from \$279,528 to \$4,157,523. Much of this variation arises from differences in the number of students served. A correlation exists between formula eligible spending and K through 12 special education child count, as Figure 16a illustrates. The correlation between spending and average daily membership (ADM) in Vermont supervisory unions is even stronger (Figure 16b).

FIGURE 16a.

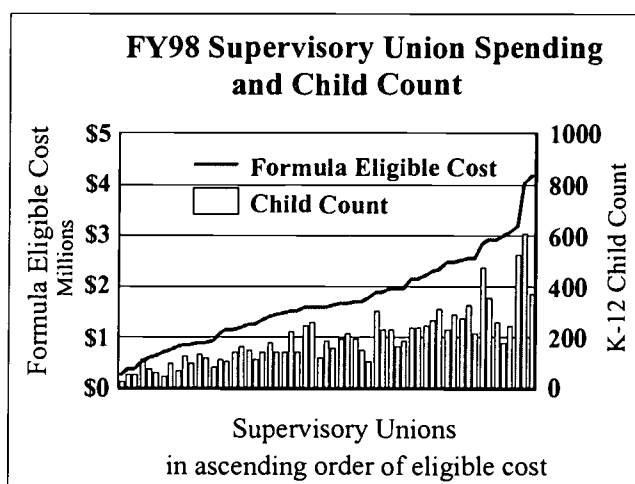
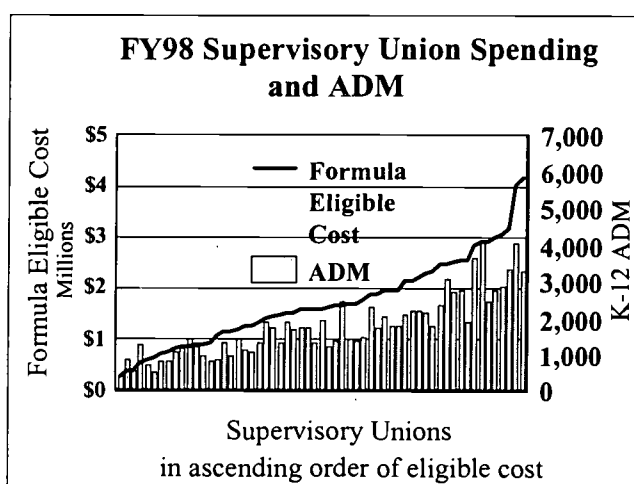


FIGURE 16b.



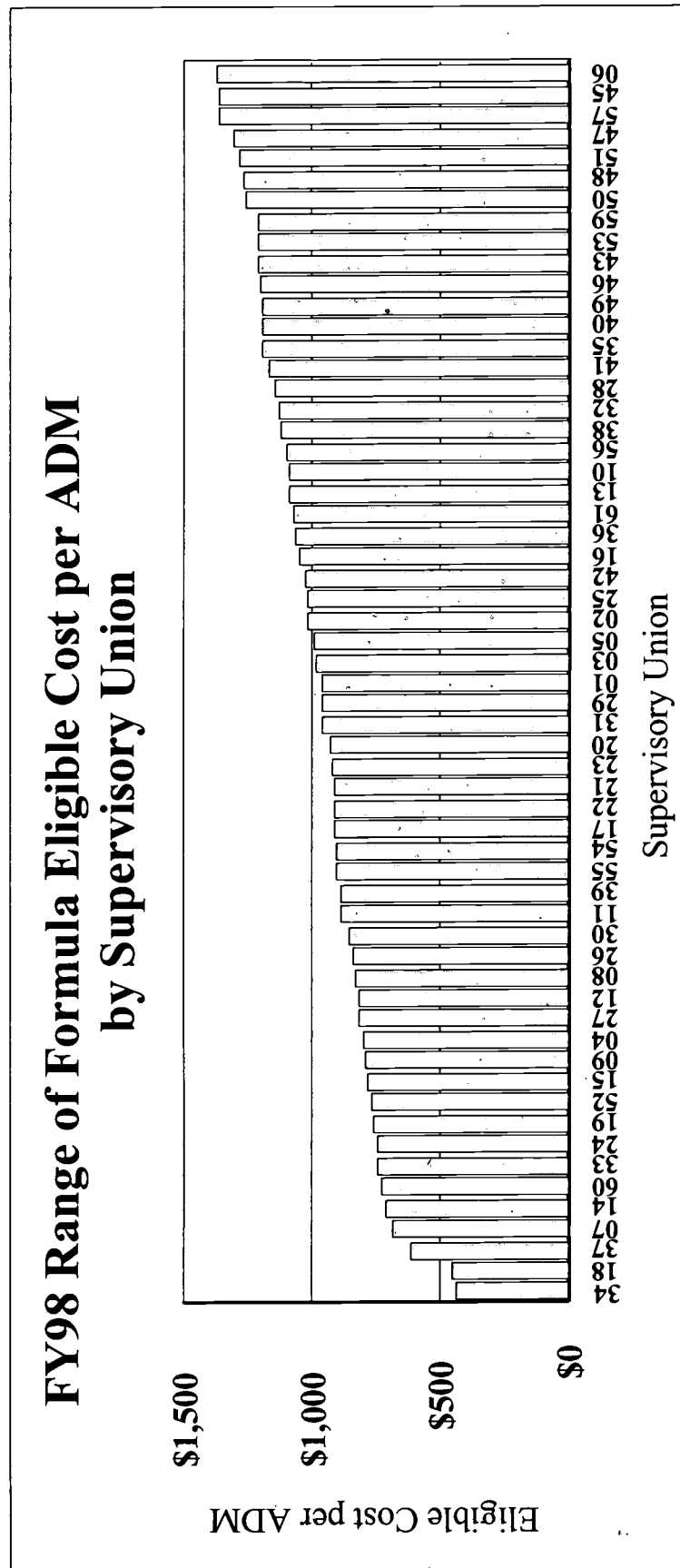
2. Spending per ADM

The size of the supervisory union or school district does not explain all of the differences in spending across the state. When we examine formula eligible spending per ADM, an expression of spending on a per student basis, we find that considerable variability among supervisory unions and among town school districts remains. For FY98, special education formula eligible spending on a per ADM basis at the supervisory union level ranged from \$441 to 1,377, and from \$17 to \$2,141 at the town school district level, as shown in Figure 17. The listings for all supervisory unions and town school districts can be found in Appendices C1 and B2, respectively.

**FY98 Spending per ADM
Varies Widely among
Supervisory Unions**

\$ 441 → \$ 1,377

Figure 17



50

3. High and Low Spending Districts

There has been considerable interest by state and local policymakers in understanding the differences between school districts that spend more on special education per student and those that spend less. The terms “high spender” and “low spender” have been defined variously. The legislature has asked the Department of Education to look at a definition based on formula eligible costs per ADM. Under this definition, a high spender for a particular year is a district that spends more than 20 percent above the statewide average level of spending for that year. A low spender is one that spends more than 20 percent below the statewide average. The table below summarizes formula eligible spending per ADM for high spenders, low spenders, and those that are neither high nor low for the 251 town school districts. A complete listing of towns showing their spending category is provided in Appendix B4.

TABLE 11.

**Special Education Formula Eligible Spending per ADM for FY98
Town School Districts by Spending Category**

Category	High Spenders	Low Spenders	All Others
Number of districts	54	75	122
Formula Cost/ADM-Average	\$1,398	\$533	\$969
Formula Cost/ADM-Minimum	1,186	17	785
Formula Cost/ADM-Maximum	2,141	783	1,167

4. Size as an Explanatory Factor for Level of Spending

Low spending school districts tended to be smaller than districts in the other two categories, with lower ADM and lower child counts on average. However, high spenders have lower ADMs and slightly lower child counts than the middle-spending group on average. See Table 12.

TABLE 12.

ADM and Child Count by Special Education Spending Category

Size Factor	High Spenders	Low Spenders	All Others
ADM			
Average	376	288	508
Minimum	16	4	46
Maximum	2,461	3,619	2,457
Child Count			
Average	47	27	57
Minimum	2	0	2
Maximum	261	474	430

5. Other Factors Which May Influence Spending

The spending category that a school district falls into may be determined by a number of other factors that influence special education spending. They include: (1) the percentage of district students that is served by special education; (2) the amount the school district spends on regular education; and (3) the amount the school district spends on high cost special education students. In considering the various combinations of these factors, each school district can be placed into one of the following six categories:

- High special education spender/High regular education spender, defined as spending more than 20% above the statewide average per pupil level for both special education and regular education;
- High special education spender/Low regular education spender, defined as spending more than 20% above the statewide average per pupil level for special education and more than 20% below the statewide average per pupil level for regular education;
- High special education spender that spends at least 25% of total special education cost on students whose services exceeded \$20,000;
- Low special education spender/High regular education spender;
- Low special education spender/Low regular education spender; and
- School districts that fall into none of the above five categories, and which are shown as the High-Averages, Low-Averages and Average Special Education Spenders in Table 13.

The following table compares the categories by the factors introduced above. A complete listing of the school districts within each category is provided in Appendix B4.

TABLE 13.

Comparison of Various Spending Categories for School Districts for FY98

Spending Category (defined on page 46)	No. of Towns	Average % Child Count Per ADM	Average Special Ed. Cost/ ADM	Average Extra- ordinary Cost/ADM	FY98 Average Regular Ed. Cost/Pupil
High Sp. Ed. Spenders	54	12.9%	\$1,398	\$197	\$5,178
High Sp. Ed. - High Reg. Ed.	7	11.1%	\$1,401	\$80	\$6,550
High Sp. Ed. - Low Reg. Ed.	2	7.1%	\$1,483	\$171	\$3,377
High Sp. Ed. due to student cost in excess of \$20,000	5	10.6 %	\$1,457	\$511	\$5,540
High Sp. Ed.- Avg. Reg. Ed.	40	13.7%	\$1,386	\$179	\$5,385
Low Sp. Ed. Spenders	75	8.8%	\$533	\$23	\$5,049
Low Sp. Ed. - High Reg. Ed.	9	5.9%	\$254	\$0	\$6,536
Low Sp. Ed. - Low Reg. Ed.	5	9.7%	\$673	\$20	\$3,665
Low Sp. Ed. - Avg. Reg. Ed.	61	9.2%	\$563	\$26	\$5,110
Avg. Sp. Ed. Spenders: Sp. Ed. Spending is	122	11.2%	\$969	\$71	\$4,969
15-20% above avg.	12	10.4%	\$1143	\$110	\$4,838
10-15% above avg.	15	12.3%	\$1098	\$78	\$5,327
10 below-10% above	61	11.5%	\$977	\$67	\$5,114
10-15% below avg.	20	11.0%	\$858	\$50	\$5,155
15-20% below avg.	14	10.0%	\$806	\$76	\$4,686
TOTAL	251	10.9%	\$931	\$84	\$5,169

Explanation of Regular Education Spending Amounts

The regular education spending of a school district is the current expense for the school district defined under 16 V.S.A. §3441 (repealed with the passage of Act 60). This reflects the average cost of educating students whom the district is responsible for educating. The cost excludes expenditures for capital debt services, transportation and special education. The costs are reduced by incoming tuition revenue and all federal and state funding except federal impact aid and general state support grant. The current expense figure is calculated using costs reported in the FY98 Annual Statistical Report and the Average Daily Membership (ADM) for FY98.

6. Changes in High Spenders and Low Spenders over Time

The high spenders and low spenders identified for FY98, defined as 20% above or below the FY98 statewide average in formula eligible cost per ADM, for the most part remained in the same category when spending was examined over time. For the period from FY92 to FY98, 51 districts that were identified as high spenders for at least one year remained high spenders for three or more years. The number of low spenders that remained in that category for more than three years over the same period was 104. Fifteen towns remained high spenders and 31 towns remained low spenders for the entire seven-year period (see Appendix B4). For the most part, movement between spending categories was between the high or low category and the average category; only 35 school districts fell into both the high and low categories over this six year period. See Figures 18a and 18b.

FIGURE 18a.

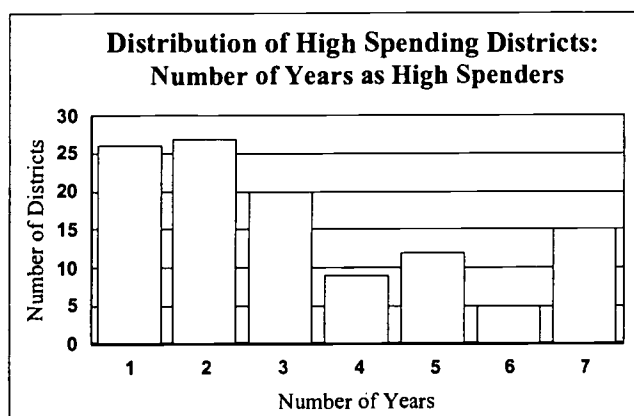
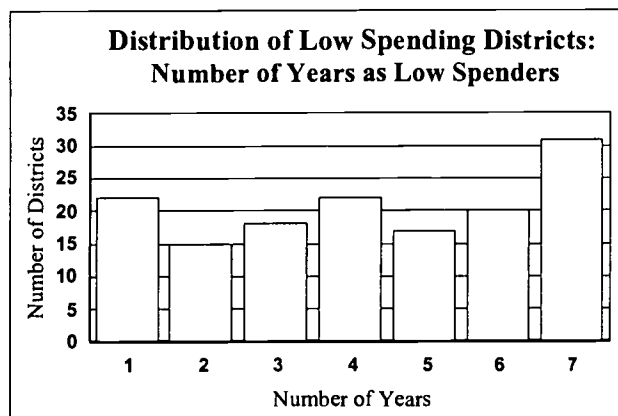


FIGURE 18b.



The Department of Education will continue studying the issue of high and low special education spending, particularly as it relates to whether there are differences in the amount, quality and results of special education services provided by high spenders and low spenders. See Part VI of this report for a discussion of the Department's initial examination of the relationships between special education spending and student outcomes.

7. Spending Across Vermont Over Time

Formula eligible spending by individual districts has varied considerably from year to year. See Appendix B3. Such variation over time is likely the result of two factors: staff turnover and the varying needs of students. Replacing staff from the top of the salary scale with staff on the lower end, or vice versa, can have a significant impact on costs. Having students with high cost services move in or out of the district, graduate, or enter school, can also have a dramatic impact on special education costs. Many of these changes are not predictable or in the control of school personnel.

Act 71 of 1998 took steps toward limiting special education cost increases by introducing a differential funding formula. School districts whose cost increase was greater than 5% would have received a lower reimbursement rate. The Blue Ribbon Commission was appointed to make recommendations to the General Assembly concerning differential reimbursements for high and low spending districts. The Commission's report of December 15, 1998 recommended the repeal of this differential funding system primarily because it believed such a system punished school districts for actions that were not necessarily in their control. The FY99 legislature agreed, and repealed that provision.

Act 71 also contained a 5.5% cap on the state special education appropriation for FY2000. Applying a cap of 5.5% per year to spending data from recent years would have a large impact on school districts across the state. All but one town exceeded the 5.5% threshold for at least one year from FY93 through FY98, with more than half of all towns exceeding the threshold each year. Five towns exceeded the threshold for all six years (see Figure 19). When a two-year average growth rate is considered, even more towns exceeded the 5.5% threshold (see Table 14 below).

FIGURE 19.

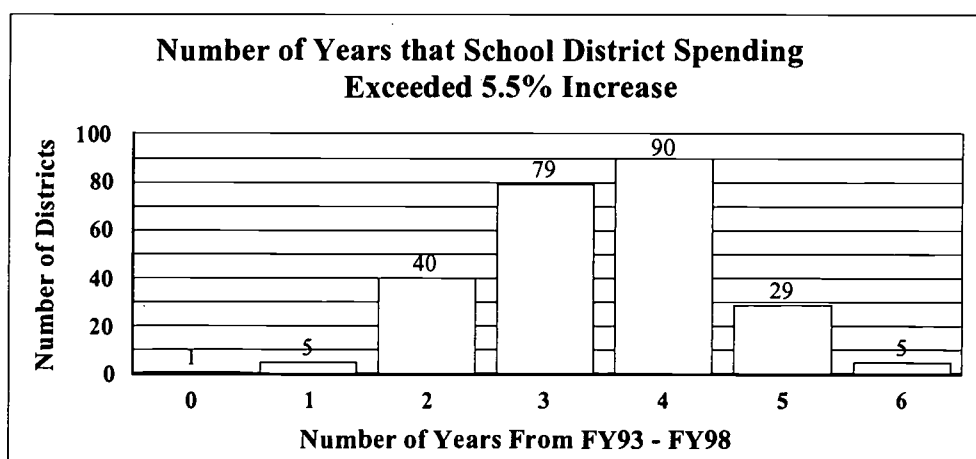


TABLE 14.
Summary of School Districts Affected by 5.5% Growth Rate Threshold

No. of towns with > 5.5% Annual growth rate:	FY98	FY97	FY96	FY95	FY94	FY93
	145	144	138	151	166	153
No. of towns with > 5.5% Two-year average growth rate:	FY96-FY98	FY95-FY97	FY94-FY96	FY93-FY95		
	178	160	165	176		

F. VARIABILITY IN THE IMPLEMENTATION OF ACT 230

Beginning in 1990 with the implementation of Act 230, school districts were required to develop an Education Support Team and System to provide support to students who were not eligible for special education. It also allowed school districts to provide services to students not eligible for special education and to claim some of the costs for those services as special

education expenditures. These expenditures were eligible for reimbursement under the special education formula.

1. The Educational Support System

School Districts have implemented Act 230 (reauthorized as Act 157) in various ways since 1990. The law permitted school districts to use certain special education staff to provide services for students who were not eligible for special education. The law requires schools to develop a comprehensive system of educational services. Most schools consider Special Education, Section 504 of the Rehabilitation Act, and Title I to be part of the comprehensive system of educational services.

Act 230 was a special education reform bill passed in 1990 and recently reauthorized in 1996 as Act 157. This policy was designed to require:

- That each local school district design and implement, in consultation with parents, a comprehensive system of education services that will result, to the extent appropriate, in all students succeeding in the general education environment.
- The state formula for funding special education to incorporate funds to support this effort.
- Training opportunities for all teachers and administrators in providing classroom supports to children who need extra assistance.
- That each school district develop an Educational Support System to increase the general education capacity and provide students support regardless of their eligibility for categorical programs.
- That each school district develop an Educational Support Team that makes timely referrals, is composed of a variety of staff members and assists teachers in developing accommodations and supports for students.

Section 504 of the Rehabilitation Act of 1973: This is a federal civil rights statute enacted to eliminate discrimination on the basis of disabilities in any program or activity receiving federal financial assistance. According to the Federal Regulation that defines a free appropriate education for Section 504 purposes, a school must provide:

Regular or special education and related aids and services that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons are met...

Therefore, schools which have identified students with disabilities who do not meet the eligibility criteria outlined in the Vermont Rules and Regulations for Special Education sometimes have been provided services under Section 504. It is recommended that schools document that the 504 team has met and agreed on the necessary services. There is paperwork that is “recommended” and “specialized instruction” is often outlined in a “504 plan.” The number of students who have been identified as receiving 504 services appears to vary among schools, as do the types of services provided for them. While these services are not considered “Special Education,” the Special Educator often provides them.

Title I: This is a federally funded program which provides academic assistance to students in eligible schools who are failing, or are at risk of not meeting, the state's content and performance standards. Some Title I schools are eligible to become a "Schoolwide Program" when at least 50% of the children enrolled in the school or residing in the school attendance area are from low-income families. There is a list of Schoolwide Title I Programs in Appendix D6. The School Wide programs provide flexibility in spending Title I funds, so that they may be used to upgrade an entire educational program and to raise academic achievement for all students.

2. Variability in the Implementation of Act 230 (reauthorized as Act 157), Section 504 and Title I:

An initial attempt to gather demographic data regarding the numbers of students receiving individualized services (under Act 230, now known as Act 157; Section 504; or Title I) was made in the 1997-98 school year. This information was collected in spring of 1998 as part of the Statewide Assessment Program. In the fall of 1998, districts had an opportunity to review the data for accuracy at grade levels 2, 4, 6, 8 and 10. The number of children included in this data collection system accounted for 96.7% of student enrollment in these grades. The data in this section of Part IV cover grades 2, 4, 6, 8 and 10 unless otherwise noted. This information reports students in the supervisory union where they are enrolled. Some supervisory unions do not have high schools (e.g. Grand Isle), and therefore do not show data for grade 10.

There appears to be a wide range of variability in the number of students receiving educational support services throughout the state:

- Those students who were reported to have received some type of support services ranged from 10.3% in one supervisory union to 49.3% in another (See Appendix C7);
- School districts reported that the number of students who were receiving special education services also varied between 6.8% and 27.2%;
- Students reported to be receiving support under Section 504 were between 0.7% and 19.8%;
- Students reported to be receiving support from the Act 230 Educational Support System ranged from 0.5% to 18.8% in grades 2, 4, 6, 8 and 10.

Interpreting the Title I data for this year is more complex because several of the schools in three supervisory unions reported all of their students as Title I in schoolwide programs. In addition, students reported to be receiving Title I Math may also be reported to be receiving Title I Reading. Therefore, these student numbers may be duplicated counts in some instances. See Table 15.

TABLE 15
Variability in Student Numbers Receiving Support Services at the Supervisory Union
Level: Grades 2, 4, 8 and 10
(Spring 1998 Demographic Data)

	No Services		Special Ed		504		Act230		Title I Math		Title I Reading	
Total	22,906	74.0%	4,208	13.6%	1,262	4.1%	1,545	5.0%	1,181	3.8%	2,369	7.7%
Average	386	74.3%	71	13.8%	21	4.4%	26	5.0%	19	3.7%	39	7.5%
High	1,036	89.6%	233	27.2%	91	19.8%	119	18.5%	303	52.4%	304	52.6%
Low	58	38.6%	8	6.8%	2	0.7%	-	0.0%	-	0.0%	-	0.0%

These ranges vary widely and they are only the first attempt to look at the numbers of students who are receiving support under these categories of service. (See Table 16). To date we have collected child count since 1976 and reported it in the Special Education Cost Report since FY96.

TABLE 16
The Number and Percentage of Students Receiving Support Services in
Grades 2, 4, 8 and 10

Services	GRADE									
	2		4		8		10		Total	
Students	7,522		8,073		7,734		7,613		30,942	
No Services	5,184	68.9%	5,596	69%	5,827	75.3%	6,299	82.7%	22,906	74.0%
Special Ed	733	9.7%	1,109	14%	1,123	14.5%	865	11.4%	4,208	13.6%
504 Services	151	2.0%	364	4.5%	400	5.2%	347	4.6%	1,262	4.1%
Act 230 Services	517	6.9%	526	6.5%	380	4.9%	229	3.0%	1,545	5.0%
*Title I Math	390	5.2%	438	5.4%	237	3.1%	116	1.5%	1,181	3.8%
*Title I Reading	1,210	16.1%	776	9.6%	263	3.4%	120	1.6%	2,369	7.7%

The 1998 Demographic Collection accounted for 95.67% of the students enrolled in the grades listed above. Total enrollment for these grades was 32,343. * Title I Math and Reading are duplicated Counts.

Table 17 demonstrates the variability among four supervisory unions in how they have identified students for support services under the categories of Act 230 and Section 504. Supervisory Union A has reported that 17% of their students in Grades 2, 4, 8 and 10 are receiving Special Education and Supervisory Union B has only reported 8.5%. Although Supervisory Unions C and D have similarly contrasting percentages of students reported as eligible for special education, the number and percentage of students identified as receiving support services through Act 230 and Section 504 varies widely among the four supervisory unions.

TABLE 17.
Variability in Student Numbers Receiving Support Services for Selected Supervisory
Unions: Grades 2, 4, 8 and 10
(Spring 1998 Demographic Data)

Types of Services Number and Percent						
Supervisory Union	Special Ed		Section 504		Act 230	
SU – A	109	17.0%	35	5.4%	121	18.8%
SU – B	39	8.5%	11	2.4%	6	1.3%
SU – C	138	17.3%	57	7.1%	68	8.5%
SU – D	27	7.4%	3	0.8%	17	4.7%

G. ALTERNATIVE PROGRAMS

Prompted by a variety of factors that include increases in students identified with autism and emotional behavioral disabilities, Vermont has seen a dramatic increase in alternative programs. As many as 97 programs that focused on emotional and behavioral issues existed as of October 1998 and others were being planned. There is also a growing number of alternative programs that focus on students without disabilities or with other disabilities. In many cases, these programs have meant higher costs for the students enrolled in them. A legislative study committee will be exploring issues raised by alternative programs during the summer of 1999.

H. PRESSURES FOR INCREASED COST FROM OTHER AREAS

For the last 15 years, special education costs have received a great deal of attention. Numerous studies, commissions and other efforts have focused on the issue. Recommendations made by past groups have been implemented with varying degrees of success, but costs have continued to increase. Decisions made in areas other than special education can have a significant impact on special education costs. There are several factors in the current environment that will likely increase the costs of special education in the near future. These are important to consider when making state or local policy decisions regarding special education improvement and funding.

1. Technical Education

Changes on both state and federal levels have motivated Technical Education to develop more high-tech programs that will draw some of our brightest students to technical education. A stronger focus on high standards and accountability mirrors the efforts in general education. These are important and timely reforms. They may result, however, in increasing the costs of special education in a number of ways.

- ❖ **Carl Perkins** is the federal funding program that required Technical Centers to use federal funds to support students with disabilities. Recent changes in the Carl Perkins program removed that requirement and gave Technical Programs greater flexibility in their use of funds. In the past, Technical Centers have used Carl Perkins funds for special

needs teachers to work with students who required their support. A number of centers have taken steps to reduce their support of special needs teachers and have made it clear that sending districts would have to either provide the support themselves or pay the centers to provide it. If school districts had to pay for the support provided by the special needs staff in the next two years, special education costs would increase by over \$1.6 million.

- ❖ **Vocational Education** is a related service under IDEA. If the reform in Technical Education results in some centers offering fewer programs for students with disabilities, or if the reform restricts access for students with disabilities, special education would be required to provide the services. This could result in a dramatic increase in costs.

2. Title I School-wide

When Title I was reauthorized in 1994, it allowed school districts, under certain conditions, to utilize Title I funds to support school-wide reform efforts that would benefit all students as well as those who were disadvantaged. This allowed schools to consider options to the traditional tutorial programs that had often proved ineffective. A number of schools have taken advantage of this option and have invested their Title I funds in more school-wide reform efforts. However, some of the students who had been receiving tutorial support continued to need that and were referred to special education. The tutorial support formerly paid for by Title I became a special education service. In one school district, this appears to have resulted in an increase in special education costs of over \$400,000.

3. Medicaid and Special Education

The School-based Medicaid Initiative has grown dramatically in the last year and a half. It now appears that as much as \$25 million a year in reimbursement for special education services may be realized. This is reimbursement on services that were being provided and funded with state and local dollars. These additional funds may provide the opportunity for the state and local school districts to invest in much needed child care programs and other prevention and early intervention programs. Previous policy decisions, such as the passage of Acts 230 and 157, prompted school districts to develop alternative services to special education in order to reduce the number of students eligible for special education, with mixed results (see Part III). Combined with the new state funding formula that provides 60% reimbursement for special education costs, the Medicaid reimbursement program provides incentives to identify as many students as possible as eligible for special education. Special Education is an entitlement program with a high overhead due to the many requirements for evaluations, meetings, paperwork, etc. Every additional student increases the costs; not only for the required services, but for the administrative requirements as well.

4. Increases in Salaries and Benefits

A variety of factors can increase the costs of staff, including new contracts and increased benefits costs. Health insurance costs, for example, are projected to increase by 15% over the prior year in FY2000. Based on FY98 personnel health insurance costs, this would amount to an increase of \$1.8 million.

Another example is a bill currently under consideration in the legislature that would allow paraprofessionals to collect unemployment during vacations. The estimated cost of this

benefit is \$6-7 million. Special education employs perhaps as many as two-thirds of the paraprofessionals working in our schools. Passage of this bill, or any similar benefit that affects school paraprofessionals, would have a significant impact on special education costs. In this case a \$4-5 million increase would be likely.

5. School Improvement, Standards, and Assessment

The current school improvement efforts focus on standards, curriculum, instruction and assessment of student outcomes. These are positive and needed steps and are expected to benefit all students. If, among the results of our assessment of student outcomes, there is an increase in the number of students referred to special education or an increased effort to remove students from the regular classroom, special education costs may increase.

PART V.

V. SPECIAL EDUCATION STUDENT AND STAFF CHARACTERISTICS

A. VERMONT SPECIAL EDUCATION STUDENTS

As stated in Part IV, the FY98 total special education child count was 12,740, a 3.4% increase over FY97. After the passage of Act 230 in 1990, special education child count (age 3 through 21) declined for three years to 12,223 in FY91 and to 10,644 in FY 93. Since FY95 child count has been increasing at an average rate of 4.0%.

To gain a better understanding of the recent increases in the number of special education students in Vermont, it is valuable to explore the nature of Vermont's special education population in more detail. The sections that follow do this by grouping the special education child count by disability category, by age and grade, and by gender. Examining child count data that are disaggregated by these characteristics helps to explain the increase in student numbers.

1. Child Count Trends by Disability

Since FY95, the number of students in several disability categories has remained steady, increasing by less than 2 percent on average. These include specific learning disability, learning impairment, hearing impairment, orthopedically impaired, and multihandicapped. The disability categories experiencing the fastest growth have been emotional/behavioral disability, other health impaired, traumatic brain injury, and autism. Average annual growth rates in these categories for this three-year period ranged from 7% to 50%. The category that has grown the fastest is emotional/behavioral disability, which rose from 1,246 to 1,746, a 13.4% average annual increase. See figures 20 and 21.

FIGURE 20.

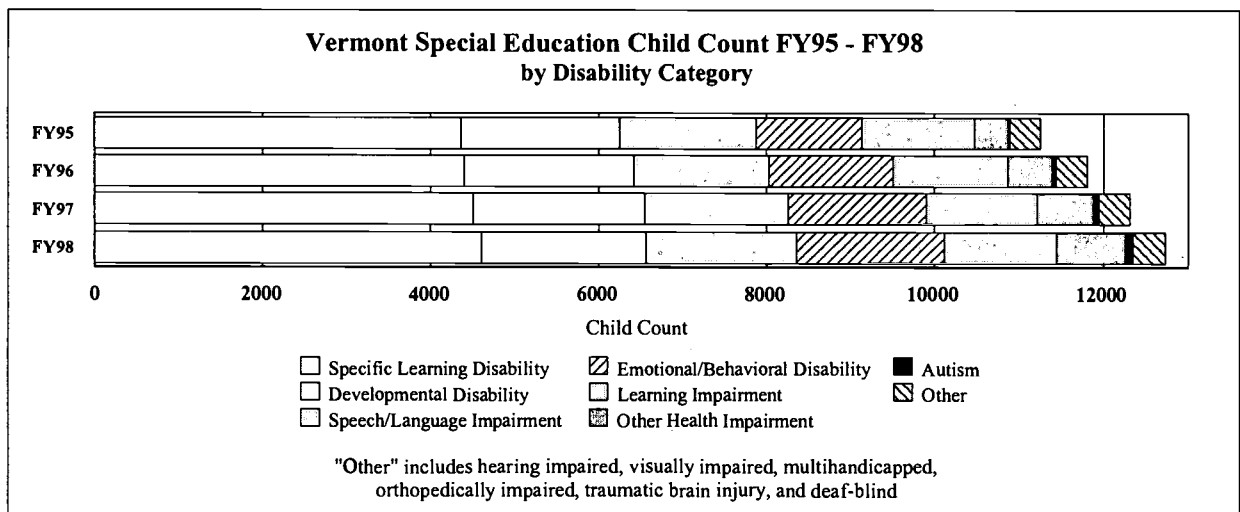
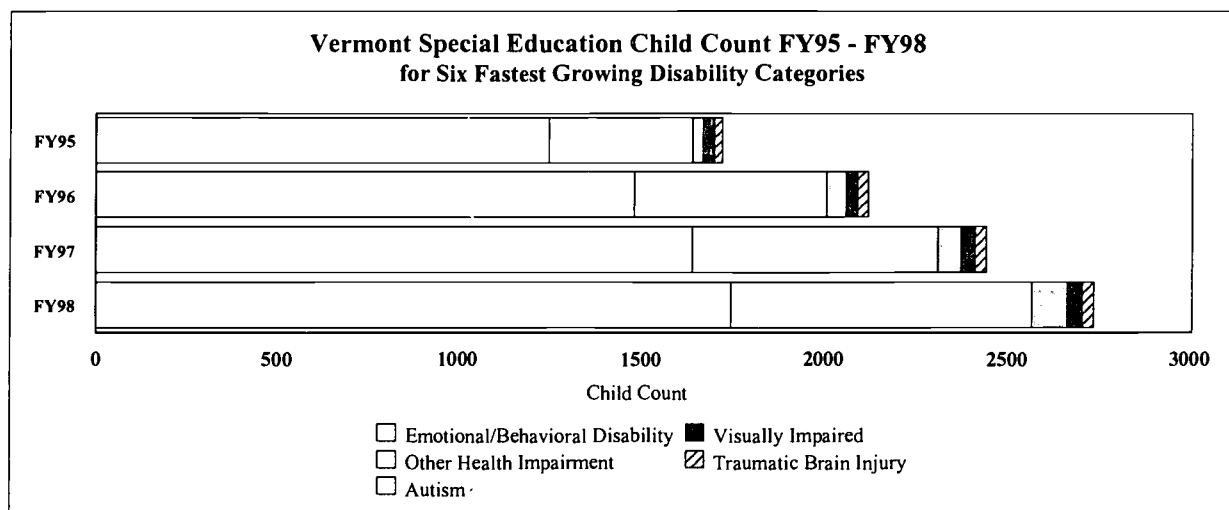


FIGURE 21.



2. Child Count Trends Over Time by Age and Grade

The growth in special education child count since FY95 has occurred largely in the upper half of the K-12 age range. Counts have risen each year since FY95 for ages 11 through 19. In terms of grade level, child count numbers in grades 7 through 12 have increased each year since FY95. Child counts at the lower grade levels have changed less consistently over this period. See Figures 22 and 23.

FIGURE 22.

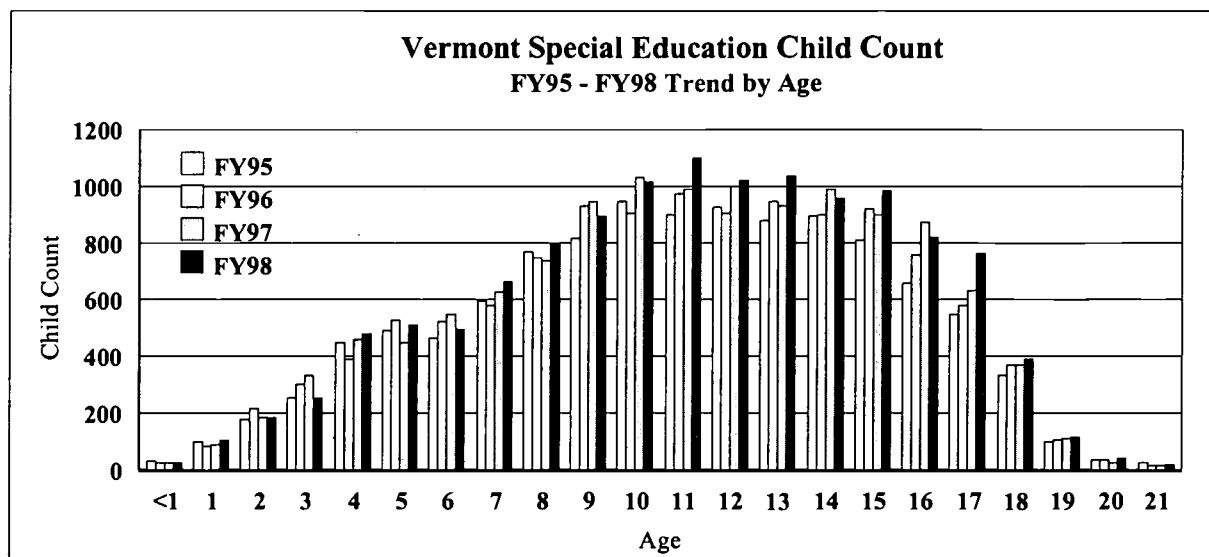
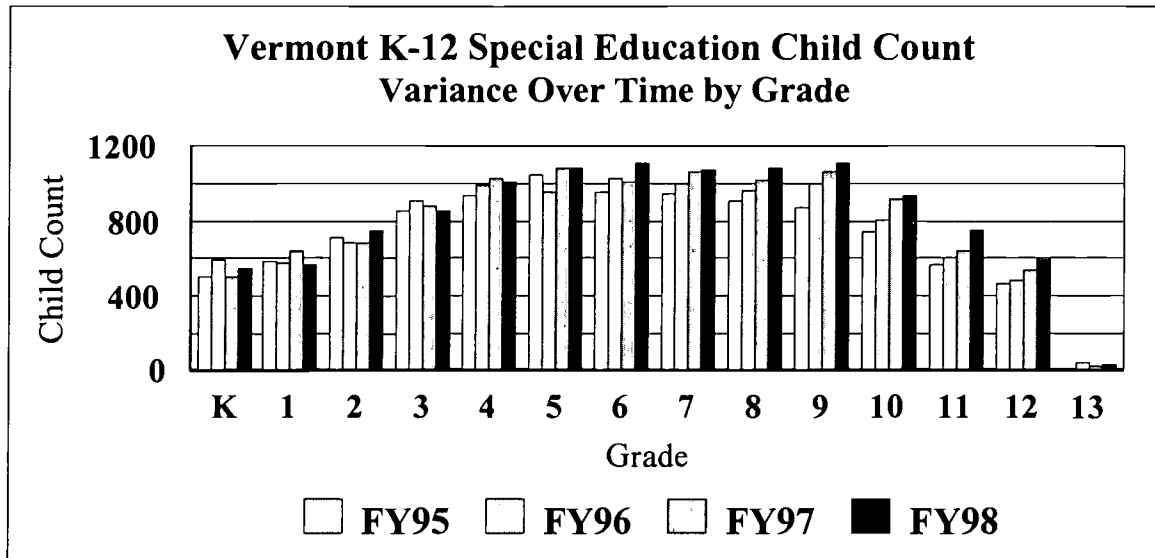


FIGURE 23.

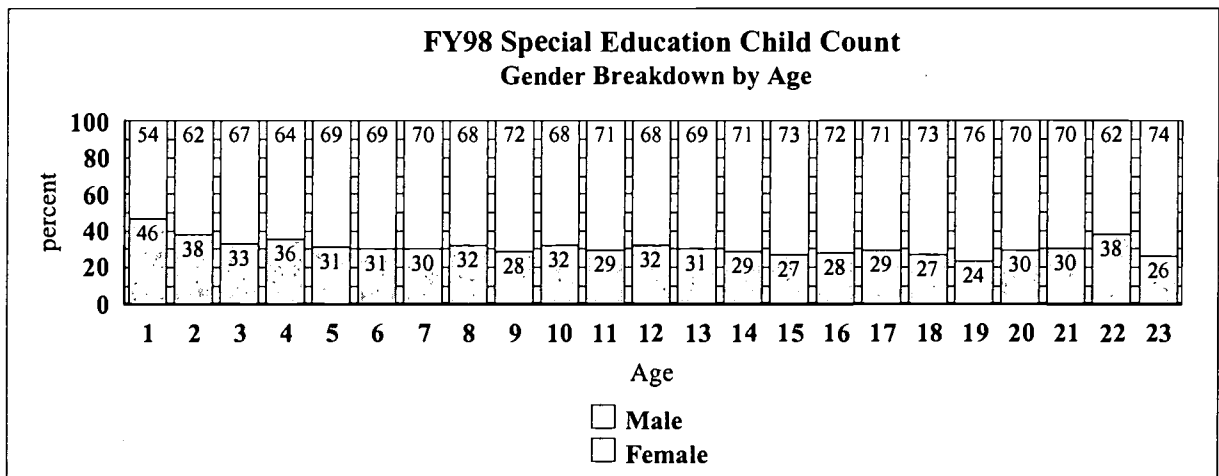


3. Adding Gender to the Age/Grade Picture for FY98

The overall gender breakdown of Vermont's special education child count has been consistent since FY95, at about 30% female, 70% male. For FY98, this statewide gender breakdown is maintained across most ages and grade levels. The proportion of females was greatest for grade 2, where it reached 31.6%, and smallest for grade 12, where it was 25.6%.

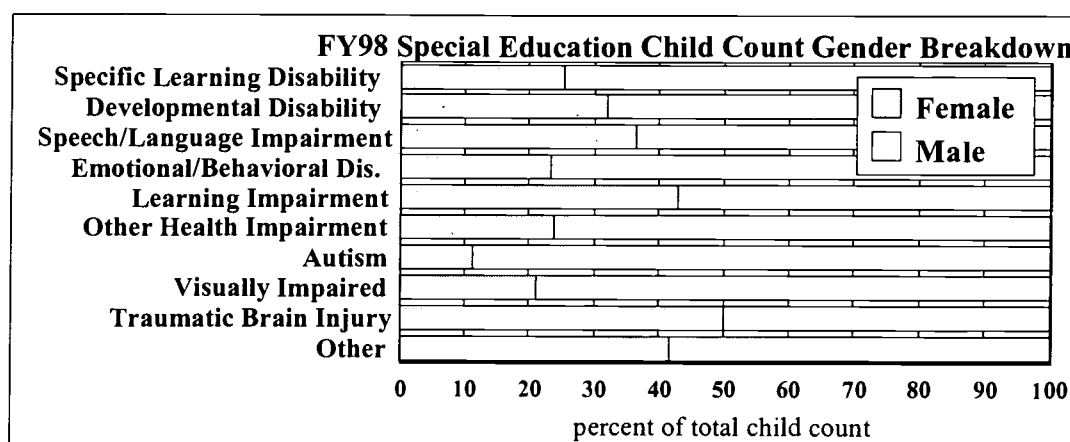
When examining gender by age, the 30%/70% breakdown is generally maintained for the school-aged group. For the group younger than 5 years old, the proportion of females is somewhat higher than 30%. The figures in the graph below are rounded to the nearest percentage point.

FIGURE 24.



A third way to examine gender differences is by disability category. Here, the 30% female/70% male breakdown does not hold, as illustrated in the figure below. For FY98, the proportion of males exceeded 70% in the categories of specific learning disability, emotional/behavioral disability, other health impairment, autism, and visually impaired. See Figure 25.

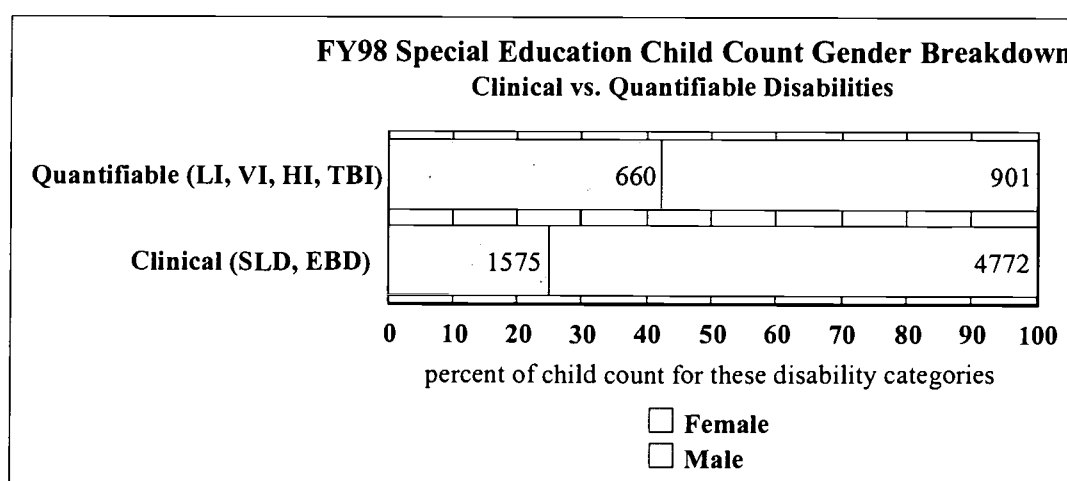
FIGURE 25.



The overall gender breakdown by disability presented above does not change significantly when individual disability categories are examined by grade level. The gender breakdown for various disability categories experienced in FY98 was similar to prior years. The gender proportions have stayed nearly constant for most categories since FY95. Two exceptions are the proportions of females in the traumatic brain injury and autism categories, which have risen each year.

Another way to categorize disabilities that may be meaningful when looking at gender differences, is by whether the disability is measurable, such as learning impaired, vision impaired, or hearing impaired, or more clinical, such as specific learning disability or emotional/behavioral disability. Using this method of grouping categories, females comprised over 40% of the quantifiable category in FY98 and comprised only about 25% of the clinical category. See Figure 26.

FIGURE 26.



4. Explaining Gender Differences

The disproportion between males and females receiving services in special education in Vermont is similar to gender differences at the national level. Males account for about two-thirds of all students served in special education nationwide [Doren, Bullis & Benz, 1996; Wagner et al., 1991]. For elementary and secondary students with disabilities at the national level, males accounted for 69.3% of those identified with a specific learning disability, 59% of those identified with learning impairment, and 79.4% of those identified with emotional disturbance. These proportions are reflective of Vermont's experience.

It is not always clear if these differences are due to over- or under-identification, or if real differences exist in the prevalence of disability between males and females. Researchers have cited physiological or maturational differences between males and females as a cause. For example, girls are believed to have fewer birth defects and more rapid maturation than boys [Harmon et al., 1992]. Differences in the structure of male and female brains may also contribute to differences in disability occurrence [Hayden-McPeak, Gaskin, & Gaughan, 1993].

Others have found significant differences in the percentages of boys and girls identified by their schools as having reading disabilities, but found no differences based on achievement or IQ test scores [Shaywitz, Shaywitz, Fletcher, and Esobar, 1990]. This identification bias may arise because the expectations of the school environment could be more closely aligned with the social skills that females tend to develop at an earlier age than males. This difference in skill level might also allow problems to remain undetected more often for females. Differences in how males and females respond to problems, with males being more physical and females drawing on social skills, may contribute further to this bias in identification.

Males may be referred and found eligible for special education at higher rates than females because of gender differences in the teaching population, which is 87% female. The possibility that some educators may have different expectations for boys than for girls, and the potential for biases to exist in the way disability categories such as emotional disturbance are defined, are other hypotheses for disproportionate gender representation.

B. SPECIAL EDUCATION STAFF CHARACTERISTICS

The increase in student need discussed above has led school districts to hire new staff. From FY90 to FY99, the total number of professionals increased from 877 to 1,247 and the total number of paraprofessionals increased from 1,186 to 2,838. The staff increases have been more pronounced since FY94, mirroring the higher growth rates seen in child count over the same period. From FY94 to FY98, 207 professionals and 754 aides were added, while over the period from FY90 to FY94, 122 professionals and 704 aides were hired. Individual aides/tutors make up 36.5% of all special education staff. These staff increases have been largely responsible for the increases in special education spending.

Examining changes in services provided by special education staff helps to show how the increasing need for special education services is being met. This section explores the various types of staff that have served special education students, and the changes in staff numbers that have occurred over time in these categories.

1. Staffing by Service Categories

Service plan data for FY99 provide a further breakdown of the staff by “service categories.” There are eighteen categories in the service plan. Of these, four accounted for over 87% of the total staff (see Figure 27). These are Resource Room & Consulting Teacher/Learning Specialist Services; Individual Aides/Tutoring; Speech/Language Instruction and Special Class Instruction.

From FY90 through FY99, the two service categories showing the largest increases are Resource Room & Consulting Teacher/Learning Specialist Services and Individual Aides/Tutoring. The increase in the Resource Room category accounts for 205 of the 369 professionals (55%) added from FY90 through FY99. The remaining professionals are spread through smaller categories such as Counseling, Behavior Specialists, Occupational & Physical Therapy and Employment Specialist Services. These categories had few professionals in FY90.

Of the total increase of 1,652 in the number of aides in the last ten years, 1,539 or 93% are in the Resource Room and Individual Aide categories. Table 18 below shows the growth of all staff in all categories and the number of students served in FY90 and FY99.

FIGURE 27.

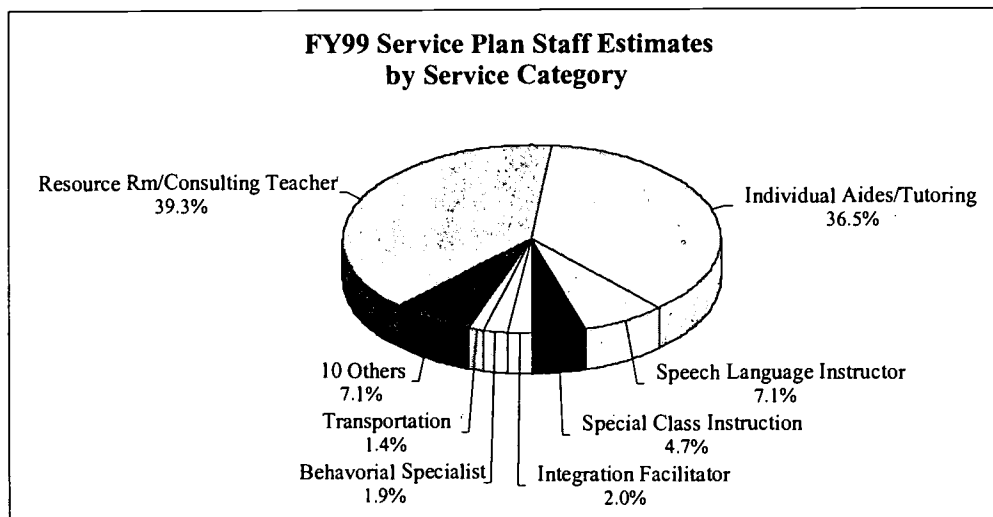


TABLE 18.

**Number of Students and Staff for Four Most Staff-Intensive Service Plan Categories
FY99 Compared to FY90**

	Resource Rm/ Consult. Tchr	Individual Aides/ Tutoring	Speech Language Instruction	Special Class Instruction
Number of Students				
FY99	10251	2051	5604	1014
FY90	9190	751	6261	1044
percent change	11.5%	173.1%	-10.5%	-2.9%
Professional Staff FTE				
FY99	659	10	196	86
FY90	454	11	161	94
percent change	45.1%	-5.7%	22.0%	-8.6%
Aide Staff FTE				
FY99	946	1,481	93	107
FY90	419	470	83	95
percent change	126.0%	214.8%	13.0%	12.8%

Note: Number of students in this table is not equal to special education child count as students often receive multiple services and are counted in each of those categories.

Within this group of most prevalent services, there has been a dramatic increase in individual aides for tutoring and resource room, and significant increases in both professionals and aides for speech language instruction. Less definitive changes have occurred in the special class instruction category, where increases in aides appear to have offset the decline in professional staff. As Table 18 illustrates, the staff changes do not always reflect the pattern of changes in student numbers served in these categories over the same period. The reasons for the overall staff increases were reviewed in Part IV of this report. For example, the emphasis on interagency coordination in recent years has added to the work requirements of staff. Changes in staff at individual schools, however, have not necessarily followed the overall state trend summarized here. Appendix A6 summarizes staff numbers for all service categories as reported in the service plan for FY2000.

PART VI.

VI. OUTCOMES FOR SPECIAL EDUCATION STUDENTS

A. INTRODUCTION

Prior to the 1975 passage of PL94-142, the Education for all Handicapped Act, many students with disabilities were not receiving an appropriate education and some received no education at all. Many parents were told that the only option for their child was to be placed in a special school or institution that may have been far from their home and provided no contact with students without disabilities. A large number of parents had no input into the evaluation or placement decisions that were made regarding their child.

PL94-142 changed all that. It was designed to ensure that students with disabilities would be identified and provided with a free, appropriate, public education. The law also ensured that the decisions made regarding students' programs and placements would be made by a team that included the parents and within a process that was defined by the law. The law put into effect funding, monitoring and due process systems to ensure that these outcomes were realized. The requirements had the effect of focusing a significant portion of state and local resources on issues of access, due process and compliance.

From the perspective of ensuring access and due process, the law produced the outcomes that were expected. Students with disabilities were identified and provided with special education and related services. Parents were included in the process. A number of amendments have been made to the law, now titled the Individuals with Disabilities Education Act (IDEA). Until the most recent amendments in 1997, the focus has remained on access, due process and appropriate special education and related services.

With the implementation of standards and assessment strategies for school improvement across the country, there has been a growing interest in outcomes for students with disabilities. Special education costs are continuing to increase and many educators, parents and policy makers want to know the impact these expenditures are having on student outcomes. The amendments of 1997 add a focus on student outcomes by requiring students with disabilities to be part of the state's assessment system and by requiring that each Individual Education Plan relate to the regular education curriculum. These are important and necessary steps to take. The tasks, however, are complex and raise many difficult issues, including confidentiality and integrating data on students with severe disabilities into the state's assessment system.

B. Current State of Special Education Student Assessment at the National Level

Very limited data are available on the results of education for students with disabilities. One recent effort to survey the current state of performance, both academically and non-academically, by students with disabilities throughout the country was undertaken by the National Center on Educational Outcomes (NCEO) [1998]. This report summarized publicly available information on students with disabilities collected from states' Departments of Education accountability offices. It found that thirteen states disaggregated performance data for students with disabilities, and presented assessment data for statewide assessments performed in FY95, FY96 and FY97. The report found that these data could not be aggregated and analyzed due to differences among states in the standards used to judge

performance. Other important differences that complicated or prohibited aggregation and comparison were differences in assessment instruments, rubrics, time of year of the tests, accommodations given and exclusion of students. Despite these limitations, the report concluded that, compared to students without disabilities, thirty to fifty percent fewer students with disabilities were meeting state standards on large-scale assessments.

C. Vermont's Comprehensive Assessment System

1. Statewide Assessment

In 1996, the Vermont State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. The Framework is divided into two areas of Standards: Fields of Knowledge and Vital Results, and the area of Learning Opportunities. These areas describe academic expectations and life skills for all students. Also in 1996, the State Board adopted the Comprehensive Assessment System. Statewide assessment is based on a mix of assessments related to these standards using:

- The New Standards Reference Exams, Math and English Language Arts, Grades 4, 8, 10
- Vermont Science Assessment, Grades 6 and 11
- Developmental Reading Assessment, Grade 2
- History and Social Studies (in development)

These are combined with local assessments, which could be made up of student work (Portfolios), Norm Referenced Exams, such as the Metropolitan Achievement Test, or other locally-designed measures of performance. Any combination of these assessments may be used to measure student performance in relation to Vermont's standards. See Appendix D1 for a summary table of the Vermont assessment schedule.

2. Survey Information from Opportunities to Learn and Vermont Student Assistance Corporation

- **Survey Descriptions:**

There are two other sources of information about students. The first is from students and teachers through the Opportunities to Learn Surveys (OTL). These surveys provide information about the opportunities (conditions, practices and resources) available to the student within the educational environment. In 1998, both students and teachers were surveyed to assess opportunities to learn. The data from the OTL surveys have not been disaggregated by disability as of the printing of this report.

The second source of information is the Vermont Student Assistance Corporation (VSAC) Surveys that are given to all exiting seniors. The information is collected from students' responses to survey questions. The VSAC surveys are followed by post-high school surveys that are given two years and five years out of school.

- **VSAC Survey Results:**

In FY98, the VSAC survey collected information from a total of 5,324 seniors, 351 of whom were identified as students with disabilities, including emotional/behavioral disability, speech/language impaired, other health impaired, learning impaired and specific learning disability. Four hundred sixty-five seniors were receiving IEP services between 1990 and 1997 and were identified in the 1998 VSAC senior data collection. Of these, 351 responded to the survey, a response rate of 75%. Because of either matching

failures or missing responses, the VSAC senior database was incomplete. Future analysis should explore the reasons for missing survey responses by students with disabilities. Possible explanations for the less than total response include failure to complete surveys or students dropping out of school.

The table below gives the number of students identified in each disability area and the number/percent of students who filled out Seniors Surveys.

TABLE 19.
Participation in FY98 VSAC Senior Survey by Disability Category

<i>Disability</i>	<i>Total Number of Seniors (in Class of 1998) with Disability Receiving Surveys *</i>	<i>Number of Seniors with Disability who Completed Survey</i>	<i>Response Rate</i>
Learning Impaired	53	34	64%
Hard of Hearing	5	5	100%
Deaf	2	2	100%
Speech/Language Impaired	42	32	76%
Visually Impaired	3	0	0%
Emotional/Behavioral Dis.	59	41	70%
Orthopedically Impaired	2	1	50%
Other Health Impairment	20	14	70%
Specific Learning Disability	276	221	80%
Multi-handicapped	2	0	0%
Traumatic Brain Injury	1	1	100%

* Number of seniors who had an IEP between 1990 and 1997 and were identified in the 1998 VSAC senior data collection.

Overall, the survey participation rate for special education students improved by 15% over 1997 data. The lowest number of students participating was for the specific learning disability category.

The following survey findings show differences between all the seniors completing the survey, and the seniors receiving special education in the last five years. Note that comparing students who received special education services to the total group of students may tend to underestimate differences between the two groups, because all seniors include those with disabilities.

- **Family and Economic Characteristics**
 - + mothers of students with disabilities had 10% fewer years of college than mothers of all seniors; fathers of students with disabilities had 20% fewer years of college.
- **Work and Extracurricular Activities During High School Years**
 - + both groups had similar opportunities for paid employment (68% for students with disabilities vs. 70% for all seniors); seniors with disabilities had 13% more paid jobs which were sponsored by the high school than all seniors;
 - + in athletics and student government participation, students with disabilities averaged about 15% less involvement. For both groups, athletics was the most popular extracurricular activity.
- **Course Taking Patterns**
 - + 25% of seniors with disabilities reported having no Algebra 1 compared to 4.6% for all seniors;
 - + 50% of seniors with disabilities reported having no Algebra II compared to 23.8% for all seniors;
 - + 31% of seniors with disabilities reported having four or more years of science compared with 52% of all seniors;
 - + English, Arts, Business and Computer Studies showed no differences;
 - + More than half of seniors with disabilities took vocational/technical education courses, compared to about 20% of all seniors.
- **Overall Average Grades in High School Courses**
 - + Students with disabilities who took vocational and technical education got about the same percentage of A's and B's as all seniors taking those courses. In all other course areas, students with disabilities received lower percentages of A's and B's.
- **High School Experience**
 - + 80% of seniors with disabilities agreed or strongly agreed that their high school provided them with a good education compared to 94% of all seniors;
 - + 66% of seniors with disabilities reported that the school provided them with the guidance they needed to reach their goals compared to 84% of all seniors;
 - + Equal percentages of both groups felt they were taught things that applied to real life;
 - + 75% of seniors with disabilities, compared to 82% of all seniors, reported that their teachers challenged them to do their best.
 - + 12% to 25% more students with disabilities felt prepared for the transition to life after school.
- **Careers and Post Secondary Education**
 - + 50% of students with disabilities planned to continue their education full or part-time, compared to 86% of all seniors;
 - + 67% of seniors with disabilities who planned to continue their education reported that they applied for admission at a post secondary institution compared to 89% of all seniors.

Follow-up surveys will be administered to the same individuals in the years 2000 and 2003. The information gathered in these surveys is a valuable indicator of how students perceived their preparation for higher education and life skills.

3. Adequate Yearly Progress

The Department is currently operating with a two-year transitional system (1998-1999 and 1999-2000) to identify those schools most in need of technical assistance. This system is designed to meet the requirements of both Title I and Vermont's Equal Education Opportunity Act. Based on transitional criteria that were applied to the results of the spring 1998 assessments, four schools were identified for technical assistance. This assistance began in the 1998-99 school year and will continue in 1999-2000.

The 1999-2000 transitional criteria will be applied to the results of the spring 1999 statewide assessment, to continue the process of identifying schools for technical assistance.

Beginning with the spring 2000 assessment data, a new model of Adequate Yearly Progress will be implemented. Components of this new system will measure gains in assessment areas, and will include indicators such as assessment participation rates, attendance, and dropout rates. Other issues being explored are how to include alternate assessment results and local assessments.

4. Socioeconomic Indicators

Disaggregation of student outcome data by socioeconomic indicators is required by federal law, the Improving All America's Schools Act (IASA). The Department of Education recognizes that socioeconomic indicators are critical to understanding student success. An ongoing study at the University of Vermont has identified two potential measures of socioeconomic status, including whether the student receives free or reduced priced lunch, and the education level of the student's parents.

The collection and interpretation of socioeconomic data will always be a sensitive issue. No one indicator will ever accurately identify socioeconomic status. One danger that exists in classifying students by socioeconomic status is that it could be used as an excuse for not addressing a shortfall in student performance.

D. Vermont Assessment Results

1. Participation Rates

Participation data from the spring 1998 New Standards English Language Arts assessment indicate that 96% of all students enrolled in the three grades assessed completed the exam. Less than 2% of the 23,248 enrolled students were exempted by IEP teams. Of the 1,045 students who did not participate, 432 were exempt as the result of an IEP team decision. The remaining 613 did not participate for other reasons, including being absent, refusal, incomplete test, and limited English proficiency. For these 613 students, we do not know how many were receiving special education services. If all of the 613 were receiving special education services, the participation rates would be the "minimum" rates given in the table below. If none of the 613 was receiving special education services, then participation would be the "maximum" rates given in the table. Both calculations use the December 1, 1997 child count to approximate the number of students receiving special education services at the time of testing in the spring of 1998. Overall, between 66 and 86 percent of Vermont's special education students in grades 4, 8 and 10 participated in the FY98 English Language Arts assessment.

TABLE 20.
Spring 1998 English Language Arts Assessment:
Range in Participation Rates by Students Receiving IEP Services

Vermont FY98 Assessment Participation Rates by Special Education Students				
	Grade 4	Grade 8	Grade 10	Total
No. of students assessed	7,525	7,828	6,850	22,203
+ No. who did not participate due to IEP decision	157	125	150	432
+ No. who did not participate for other reason	90	150	373	613
= Student enrollment	7,772	8,103	7,373	23,248
FY98 child count	1,007	1,087	937	3,031
Minimum participation rate	75.5%	74.7%	44.2%	65.5%
Maximum participation rate	84.4%	88.5%	84.0%	85.7%

Note: These enrollment and assessment data were collected prior to the collection of other assessment data used for this report. Enrollment and assessment counts may not match counts used elsewhere.

2. Differences in Assessment Results between Students Receiving and Not Receiving IEP Services

The 1998 assessment results were disaggregated based on whether the student was receiving services under an Individual Education Plan (IEP) at the time of the test. There were valid assessment results for 3,985 students receiving special education.

Nineteen ninety-eight was the first year that data from the statewide assessment were collected and disaggregated by disability. Not all students participating in the assessment were receiving instruction based on standards. This is particularly true for students on IEPs, who by definition receive instruction based on plans tailored specifically for them. These students often receive instruction that falls outside of the regular curriculum. The best use of the 1998 assessment data is as a baseline to compare future student performance.

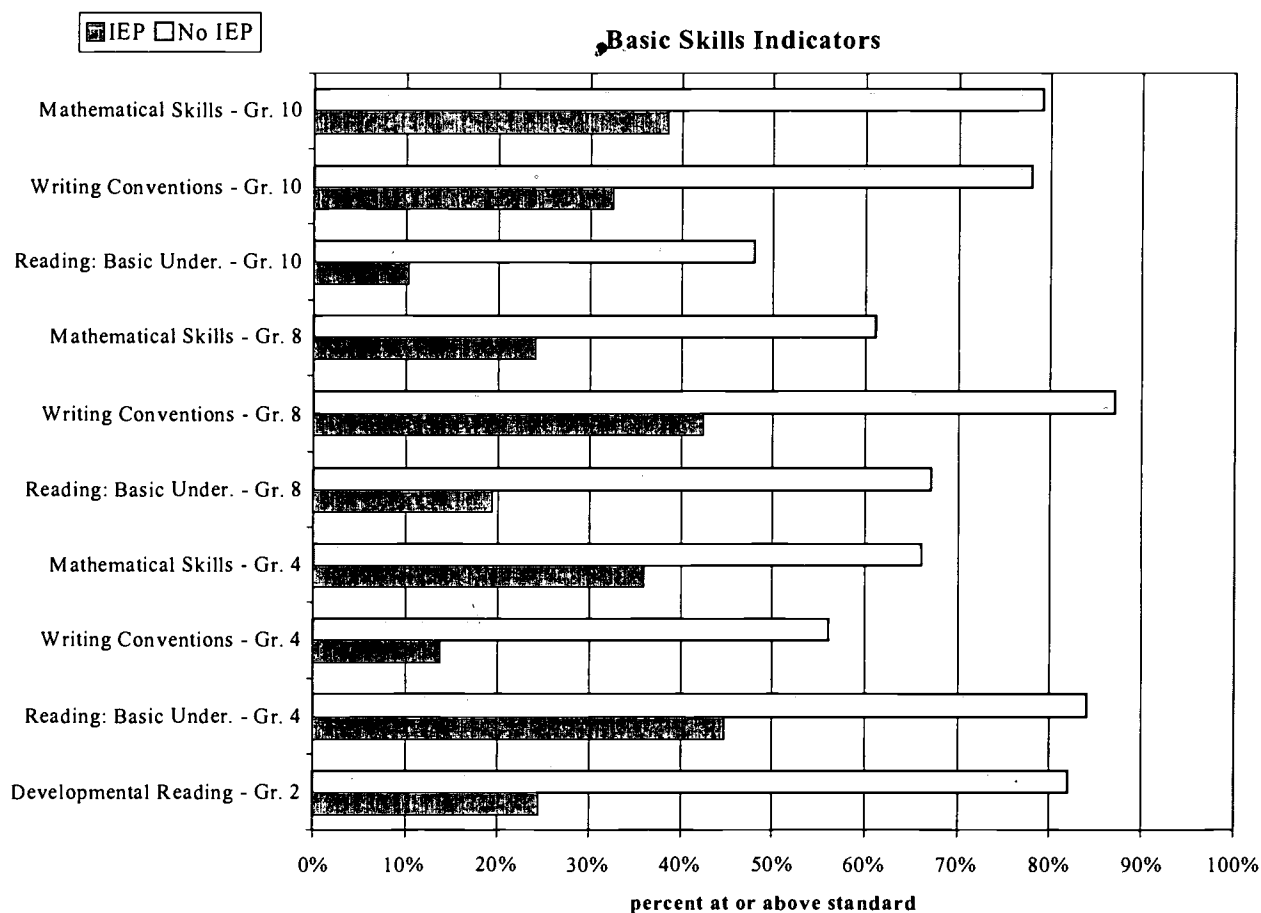
The percentage of students receiving IEP services who met or exceeded the standards assessed on the 1998 Vermont Assessment ranged from 4% to 45%, depending on the particular content area and grade level. Figure 28 (pages 69-70) summarizes the results. At the state level, there were no significant differences in assessment results by gender among students receiving special services.

A comparison of 1998 assessment results is possible between students who were receiving IEP services at the time of the exam and students who were not receiving IEP services. Those not receiving IEP services may be receiving services under Act 230, Title I, or Section 504 of the Rehabilitation Act of 1973. Considering all grades that were assessed and all reporting areas, the proportion of special education students achieving or exceeding the standard ranged from 20 to 57 percentage points below the percentage of students meeting or exceeding the standard who were not receiving IEP services.

The greatest difference in achievement levels occurred for the second grade reading assessment, where 24% of students receiving special education achieved or exceeded the standard compared to 81% of the students not receiving IEP services. At grades 4, 8, and 10, the difference in the proportion of students achieving or exceeding the standard ranged from 19 to 48 percentage points. At these grade levels, the difference between students receiving IEP services and those receiving no IEP services is slightly smaller in the mathematics assessment, where it ranged from 23 to 41 percentage points, than in the English/language arts assessment, where it ranged from 29 to 48 percentage points. The category with the smallest difference in performance for grade levels 4, 8 and 10 was mathematical problem solving.

FIGURE 28.

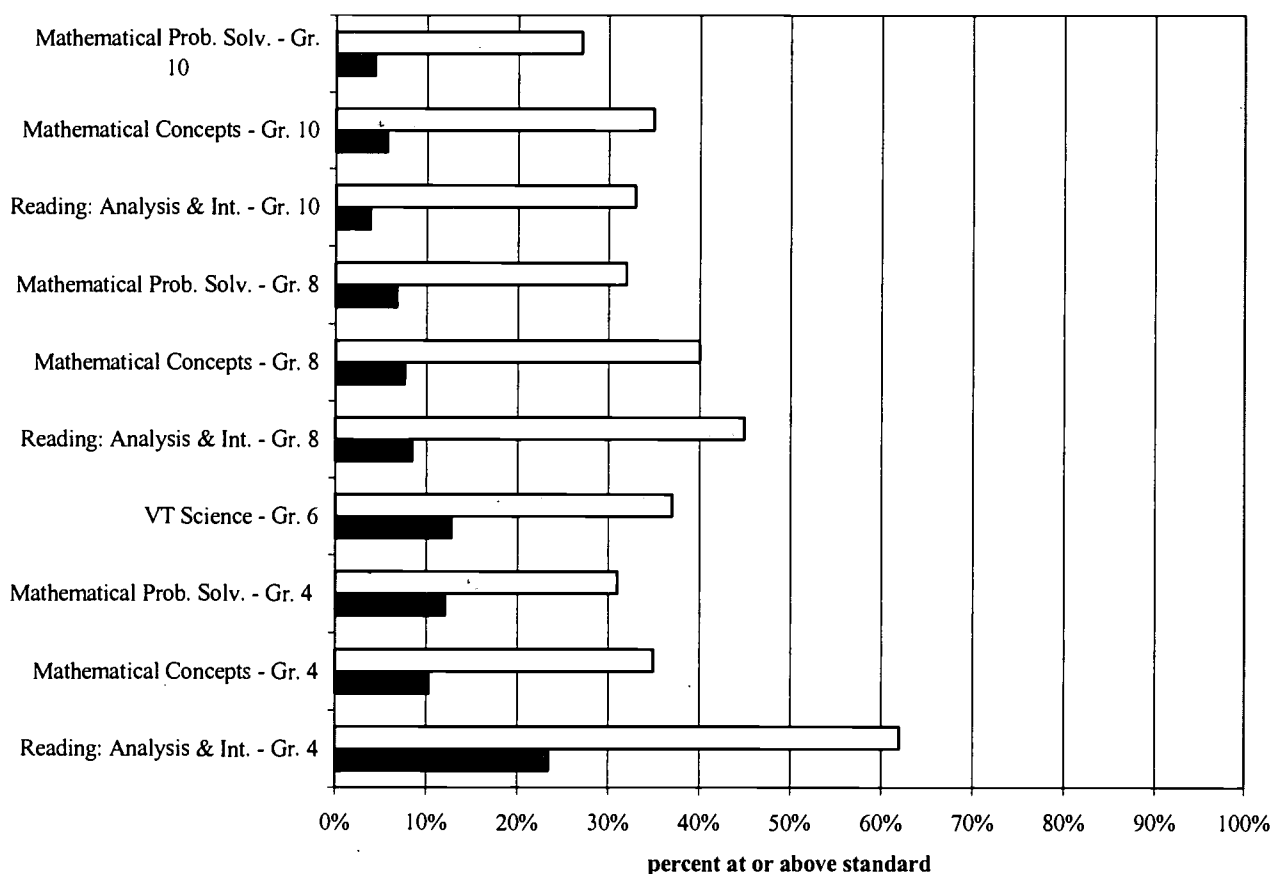
Comparison of 1998 Vermont Assessment Results for Students Receiving and not Receiving IEP Services



BEST COPY AVAILABLE

■ IEP □ No IEP

Higher Order Thinking Skills Indicators



E. Comparisons to National Scene

1. Participation Rates

Twelve states provided some kind of participation data of students with disabilities in statewide assessments for The National Center on Educational Outcomes (NCEO) study referred to above. The study concluded that between 50 and 80% of students with disabilities are participating in testing in these states. Vermont's estimated participation rate by special education students for 1998 of between 66 and 86% is slightly higher than the findings in the NCEO study.

2. Assessment Results

It is not possible to make any direct comparison between the assessment results obtained in Vermont and those reported by other states. Differences in state standards used to judge performance, in grades tested, and in accommodations for and participation by special education students all make direct comparison inappropriate. Taking a broad view of the NCEO study, it is evident that Vermont's assessment results for students receiving special education fall into a range similar to that found for the thirteen states in the study.

In its report, the NCEO compared the percentage of students above the passing score or other index of adequate performance used by thirteen states for reading achievement. Each state applied its own standard to measure adequate performance. The results came from tests administered at various grade levels, from grade 6 through 11. For the thirteen states

included in the report, the percentage of students with disabilities meeting state standards in reading achievement ranged from 27.5% to 50.4%. This is consistent with Vermont's results from the 1998 statewide assessments at the fourth grade level, in which 24% to 45% of students receiving IEP services met or exceeded the Vermont standards on the various content categories. At the eighth grade level, the percentage of Vermont special education students attaining the standards ranged from 8% to 19% and at the tenth grade level the range was 4% to 10%.

F. Assessment Results by Special Services Categories

Other categories of service outside of special education services are available to students. These include services under Section 504, Vermont's Act 230 and Title I. The table below compares the percentage of second grade students and fourth grade students achieving or exceeding state standards in each relevant reporting area for categories of special services.

Students not receiving IEP or Section 504 services may be receiving services under Act 230 or Title I. At the second grade level, about one fourth of students who were not on IEPs or receiving services under Section 504 received services under Act 230 or Title I. About 21% of fourth graders not receiving IEP or 504 services received Act 230 or Title I services. Students who were receiving IEP or 504 services may also have received services under Act 230 and/or Title I.

TABLE 21.
1998 Assessment Results
Percentage of Students Performing At or Above Standards

Reporting Area	No Special Services	IEP	504 Services	Act 230 Services	Title I Math	Title I Reading
Reading Developmental Assessment 2nd grade						
Number of Students Tested	6875	712	131	778	465	1427
Reading Developmental Assessment	81%	24%	57%	50%	53%	50%
Mathematics 4th grade						
Number of Students Tested	6563	911	189	496	466	811
Math Skills	66%	36%	41%	46%	38%	39%
Math Concepts	35%	10%	13%	16%	7%	11%
Math Problem Solving	31%	12%	10%	13%	9%	12%
English/Language Arts 4th grade						
Number of Students Tested	6575	882	190	490	470	808
Reading Analysis and Interpretation	63%	24%	31%	37%	33%	32%
Reading Basic Understanding	84%	45%	60%	58%	60%	57%

In mathematics, students on IEPs performed about the same as those receiving Title I math services. In mathematical problem solving, roughly the same percentage of students on IEPs achieved the standard as for those receiving other categories of service. There were wider differences on the English Language Arts assessment between students on IEPs and those receiving other services.

TABLE 22.

1998 Assessment Results for Students Receiving IEP Services for Selected Supervisory Unions: Percentage of Students in Lowest Two Performance Levels

Percentage of Students Showing Little or No Evidence of Meeting the Standards						
Supervisory Union	Assessment or Content Area	2nd Gr.	4th Gr.	8th Gr.	10th Gr.	# of Students
SU – A	Developmental Reading	14%	NA	NA	NA	23
	Mathematical Skills	NA	7%	23%	5%	51
	Reading: Basic Understanding	NA	8%	7%	11%	35
SU – B	Developmental Reading	8%	NA	NA	NA	9
	Mathematical Skills	NA	2%	9%	5%	18
	Reading: Basic Understanding	NA	2%	3%	7%	12
SU – C	Developmental Reading	21%	NA	NA	NA	39
	Mathematical Skills	NA	16%	29%	13%	110
	Reading: Basic Understanding	NA	14%	10%	16%	74
SU – D	Developmental Reading	5%	NA	NA	NA	4
	Mathematical Skills	NA	5%	26%	6%	34
	Reading: Basic Understanding	NA	9%	11%	8%	25

G. Another Way to Look at Student Performance

Examining student assessment results by focusing on the lowest two performance levels provides a valuable perspective. Table 22 above summarizes performance results for students receiving IEP services for four selected supervisory unions. For the Developmental Reading Assessment, Vermont students who were receiving services based on an IEP made up more than 80% of students at the bottom two performance levels. The supervisory unions shown in the above table were selected to demonstrate the kind of variation that exists among supervisory unions. Individual schools and supervisory unions will want to compare the number (or percent) of students receiving services within their Educational Support System with those students at the bottom two performance levels.

It is notable that there were students in the bottom two performance levels who were not reported as receiving IEP, 504, Act 230 or Title I services. For example, 21% of second graders statewide who were performing at the bottom two levels were not receiving any services. The percentage of students at the bottom two performance levels in Math Skills and Reading: Basic Understanding who were not receiving specialized educational services rose as grade level increased. The percentage of students not receiving support in the lowest two levels in Math Skills rose from 41% in the 4th grade to 72% in the 10th grade. For Reading: Basic Understanding, the percentage increased from 35% at the 4th and 8th grades to 68% at 10th grade. Table 23 below gives a summary of these data.

TABLE 23.
Bottom Two Performance Levels of 1998 Assessment:
Number of Students Statewide Who Received No Special Services
 (Developmental Reading Assessment and two Content Areas in the Math and Language Arts Assessments)

Assessment or Content Area	# of Students w/ No Services out of Total # of Students Who Performed in the Lowest 2 Performance Levels					Total Students Taking Assessment by Grade			
	2nd Gr.	4th Gr.	8th Gr.	10th Gr.	Totals	2nd Gr.	4th Gr.	8th Gr.	10th Gr.
Developmental Reading Assessment	278 of 1295 21%				278 of 1295 21%	7561			
Mathematical Skills		272 of 670 41%	868 of 1526 57%	447 of 623 72%	1587 of 2819 56%		7663	7761	6076
Reading: Basic Understand'g		210 of 593 35%	261 of 619 34%	557 of 812 68%	1029 of 2024 51%		7647	7676	6016

An analysis of these data at the supervisory union level can be found in Appendix D5. The variation between districts was notable. The percentage of students at the lowest two performance levels who were not receiving special services ranged considerably.

H. Special Education Assessment Outcomes and Spending

As discussed at the beginning of this section, special education costs are continuing to grow and many educators, parents and policy makers want to know whether these expenditures are having effects on student outcomes. Understanding the relationship between special education spending and student assessment results is complicated by the inherent differences in the two kinds of data. Linking student assessment data that are collected at the school level to special education spending data collected at the town level requires information on the students' town of residence. For FY98, this information was provided for about two-thirds of the students assessed. This limitation, combined with the fact that special education child count numbers are small at the town level, made statistical analysis by town spending category difficult.

Few significant differences were found between assessment results for students from high special education spending towns and those from low spending towns. In one area only, the available data lead to the conclusion that a significant performance difference due to town special education spending category existed for fourth grade students receiving IEP services in the 1998 assessment of mathematical problem solving. Students receiving IEP services and living in towns that were high spenders in special education scored significantly higher than did students receiving IEP services from other towns.

I. 1998 Assessment Data Provide a Baseline for Future Study

The FY98 assessment results provide the baseline for a longitudinal set of data that the Department of Education will accumulate in order to explore further the relationship between special education services, costs and outcomes in Vermont. More complete and reliable data on assessment results for future years are expected. These data collection improvements should allow for disaggregation of assessment results by disability category, more thorough analysis of the middle school and high school grade levels, and more significant assertions about the relationship between special education spending and outcomes. The 1998 assessment results play a vital role in these future analyses by providing a baseline from which gains in outcomes for special education students might be measured. This ability to track progress for all students, particularly special needs students, is a critical component of our school improvement effort in Vermont. In particular, the data accumulation supports the long-term goal of closing the gaps in student performance between students receiving special services and those not receiving special services.

1. Questions Raised for Action Planning

- What role do course-taking patterns play in the performance of students receiving specialized services?
- How many students performing at the bottom two levels are not receiving services, and who are they?
- How effective is our educational support system and team at identifying and addressing the needs of all students at the bottom performance levels? What do we need to do to make them more effective?

2. Identification of Schools for Adequate Yearly Progress

- How should special education participation rates and/or performance on alternate assessment be included in the AYP and/or action planning process?
- If alternate assessments are included in AYP, how much weight should be given to gains in performance of students who took an alternate assessment?
- Should we include in our identifying process the percentage of students at the bottom who are not receiving services?

3. Questions That May Warrant Further Study by Individual Schools

- What is the percentage of students who receive some form of support services (Special Education, Act 230/157 or Section 504) and how are these students performing in school?
- Is an educational support system in place and is it being implemented effectively?
- Have the instructional practices and materials been reviewed and has their alignment to the standards been completed?
- How many or what percentage of the students have participated in the statewide assessments and are their results included in the aggregated data?
- Are the various individualized services provided to students with identified needs efficient and effective in supporting students and achieving positive outcomes?

- How are teams making the decision to provide accommodations or to exclude students from statewide testing? Is there constancy across teams in the decision process and are there data to support their decision?

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GLOSSARY

Average Daily Membership (ADM): the count of students for each town attending school at public expense. The count is based on the first 40 days of the school year. As the count is reported by grade level, it is sometimes used for certain grade level spans such as K-12 for kindergarten through 12th grade. The count for FY96 and after has two components – one is of resident students and the second is of State-placed students. The resident student count is generally used to relate to special education formula cost, as that amount does not include the special education cost for State-placed students.

Block Grant or Mainstream Block Grant: one of the Special Education Funding Formula components. The grant for each town is calculated based on a formula using ADM and statewide average salary for special educators as set forth in 16 V.S.A. §2961. The total generated by the statutory formula is split 60% as the state grant and 40% as required local match.

Child Count: the number of students as of December 1st who are eligible for special education and receiving special education services as counted by a school district for federal funding. The child count is collected by age, grade level, sex and category of primary disability. Many students have multiple disabilities, but child count data used here only reflect the one primary disability category for each student in the count.

Disability Categories: categories defined by State Board Rule 2362.1 including: learning impairment, specific learning disability, visual impairment, deaf or hard of hearing, speech or language impairment, orthopedic impairment, chronic/acute health impairment, emotional-behavioral disability, autism and traumatic brain injury.

Extraordinary Cost: the cost eligible for extraordinary reimbursement under 16 V.S.A. §2962. This is the special education cost for an individual student for a fiscal year that is in excess of the threshold amount, \$16,258 for FY98. The Special Education Formula provides 90% reimbursement for the costs incurred by a school district in excess of the threshold amount. The students whose costs exceed the threshold are referred to as extraordinary students. The total cost of extraordinary students, including the threshold amount, is referred to as the cost of extraordinary students.

Formula Eligible Costs: the special education costs reported by school districts, not reimbursed by another source, that meet the criteria established in the State Board Rule 2366.2. Eligible costs include those for licensed special educators and paraprofessionals who provide special education services required by an IEP, related services, special education administration and special education evaluations. Formula eligible costs do not include the costs eligible for State-placed student reimbursement, nor do they include the cost of preschool special education.

FTE: the total full time equivalent of professionals and aides providing support services and charged to the special education formula.

High Spender: a school district which spends more than 20% above the statewide average for Formula Eligible Costs per ADM (16 V.S.A. §2974).

IDEA or Individuals with Disabilities Education Act: the federal law establishing special education requirements for identification and provision of service to student with disabilities. IDEA provides an annual grant to states to pay a portion of the cost of the special education entitlement. Federal funding is provided to each supervisory union in two grants – one for 3 through 21 year-olds and a Preschool grant for 3 through 5 year-olds. Federal funding for birth to three year-olds is administered by the Department of Health.

IEP or Individualized Education Plan: a document that describes the special education services which will be provided to the special education eligible student. The plan must be revised at least annually. The plan details the special education and related services to be provided to the student and sets annual goals for the student.

Intensive Reimbursement: the funds a town receives for formula eligible special education costs that are covered by neither the mainstream block grant and match nor by extraordinary reimbursement. The Special Education Formula statutory language and the annual appropriation act determine the range of reimbursement rates for towns. In FY98, the range was from 4.10% to 59.10% based on the town's wealth as measured by the Foundation Aid Formula.

Low Spender: a school district that spends less than 80 percent of the statewide average for formula eligible costs per ADM (16 V.S.A. §2974).

New Standards Reference Exam (NSRE): Standardized, standards-based tests in Mathematics and English/Language Arts administered in grades 4,8 and 10.

Residential Placement: 24-hour per day placements in a school approved for providing special education services, located in Vermont or out of state.

Service Plan: the anticipated special education expenditures for the following school year filed with the Department on October 15th (16 V.S.A. §2964).

Special Education Expenditure Reports: reports submitted by school districts to report their special education costs, which document their use of mainstream block grant and EEE grant and which serves as claims for extraordinary, intensive and State-Placed Student reimbursement. The information used in this Report is from the final reports filed for the year indicated. As districts amend their reports to reflect corrections, the date after the report, such as FY97 as of 3/12/99, indicates that the information is based on amended FY97 reports submitted through 3/12/99.

State-Placed Student: a student being educated by a district other than the district of parental residence who was placed in the district by a state agency (16 V.S.A. §11 (28)).

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SPECIAL EDUCATION EXPENDITURE REPORT FOR FY98

TOTAL OF ALL REPORTING ENTITIES BASED ON REPORTS FILED THROUGH 9/10/98

Expenditure Category		TOTAL SPECIAL EDUCATION	Special Education Excluding Pre-School		Pre-School Special Education
			Eligible	Ineligible	
1200	DIRECT SERVICES - SPECIAL EDUCATION				
	100 Personnel Services-Salaries	58,602,335.54	54,297,297.48	514,270.43	3,790,767.63
	200 Personnel Services-Benefits	12,739,569.12	11,882,765.42	111,080.55	745,723.15
	300 Purchased Prof. & Technical Serv.	11,726,897.45	7,441,944.38	2,610,076.02	1,674,877.05
	400 Purchased Property Services	93,806.43	76,089.29	8,755.00	8,962.14
	500 Other Purchased Services	21,002,535.83	18,855,100.94	1,340,043.41	807,391.48
	600 Supplies	943,016.95	849,329.75	1,446.14	92,241.06
	700 Property	520,729.35	460,738.36	11,042.29	48,948.70
	800 Other Objects	14,924.94	11,098.33	0.00	3,826.61
	900 Other Uses of Funds	487,872.08	25.00	487,847.08	0.00
2100	SUPPORT SERVICES-STUDENTS				
	100-900 (EXCEPT 700 reported below)	15,847,477.77	13,183,122.27	1,202,894.28	1,461,461.22
	700 Equipment	43,248.96	38,099.02	467.98	4,681.96
2200	SUPPORT SERVICES -Instructional Staff	694,276.66	316,086.83	369,218.76	8,971.07
2300	SUPPORT SERVICES -General Admin.	996,445.46	90,897.79	860,453.15	45,094.52
2400	SUPPORT SERVICES -School/Area Admin.	6,931,048.53	5,051,727.46	1,502,630.91	376,690.16
2500	SUPPORT SERVICES -Business	202,886.59	44,259.12	123,980.16	34,647.31
2600	OPERATION & MAINTENANCE OF PLANT SERV.	346,579.40	29,678.61	291,108.07	25,792.72
2700	STUDENT TRANSPORTATION SERVICES	1,453,089.85	1,356,816.24	0.00	96,273.61
2800	SUPPORT SERVICES -Central	136,454.00	0.00	136,454.00	0.00
2900	OTHER SUPPORTING SERVICES	5,599.00	1,500.00	4,099.00	0.00
3000	COMMUNITY SERVICES	0.00	0.00	0.00	0.00
4000	FACILITIES ACQUISITION & CONSTR.	72.00	72.00	0.00	0.00
5000	OTHER OUTLAYS	149,344.03	149,344.03	0.00	0.00
Non-special ed costs charged to the State EEE grant		404,080.99			404,080.99
TOTAL SPECIAL EDUCATION COSTS REPORTED		133,342,290.93	114,135,992.32	9,575,867.23	9,630,431.38

EXPENDITURES DUPLICATED ACROSS REPORTING ENTITIES				
Tuition and Excess Costs Paid by other LEA's	3,293,900.75	2,947,006.13	55,407.85	291,486.77
Assessment to S.U. or Union School	7,836,131.60	0.00	6,399,007.42	1,437,124.18
Total Duplicated Costs	11,130,032.35	2,947,006.13	6,454,415.27	1,728,610.95
TOTAL SPECIAL EDUCATION EXPENDITURES BY LEAs	122,212,258.58	117,188,986.19	3,121,451.96	7,901,820.43

EXPENDITURES CHARGED TO MISC. REVENUE				
Other Federal	195,052.43	194,674.43	378.00	0.00
State-Placed Student Cost	4,304,506.04	4,291,902.15	11,096.89	1,507.00
State-wide Program Grants	636,513.61	636,513.61	0.00	0.00
Miscellaneous State/Local Grants	421,672.46	168,827.33	0.00	252,845.13
Total Miscellaneous Revenue Used	5,557,744.54	5,291,917.52	11,474.89	254,352.13
TOTAL SPEC. ED. COSTS EXCLUDING MISC. REV.	116,654,514.04	105,897,068.67	3,109,977.07	7,647,468.30

SPECIAL EDUCATION COSTS CHARGED TO FEDERAL REVENUE				
IDEA-B (4226)	4,527,177.51	4,331,000.08	5,080.13	191,097.30
IDEA-B Pre-School Incentive (4228)	609,118.96	0.00	0.00	609,118.96
IDEA-B & Preschool Discretionary (4225 & 4227)	3,599.00	3,399.00	0.00	200.00
IDEA-C Infant & Toddlers (4235)	121,156.24	0.00	0.00	121,156.24
Total Special Education Federal Funds Used	5,261,051.71	4,334,399.08	5,080.13	921,572.50
TOTAL SPEC. ED. COSTS FROM STATE/LOCAL FUNDS	111,393,462.33	101,562,669.59	3,104,896.94	6,725,895.80

ELIGIBLE FUNDING FORMULA COSTS				
State Block Grant (3201)	14,222,323.44	14,222,323.44	0.00	0.00
Local Block Grant Match	9,481,553.06	9,481,553.06	0.00	0.00
Extraordinary Cost	10,476,639.26	10,378,073.47	0.00	98,565.79
Intensive Costs	67,480,719.62	67,480,719.62	0.00	0.00
TOTAL FORMULA ELIGIBLE COSTS	101,661,235.38	101,562,669.59	0.00	98,565.79
ESSENTIAL EARLY EDUCATION GRANT	3,646,784.10	0.00	0.00	3,646,784.10
TOTAL ELIGIBLE FOR FUNDING	6,085,442.85	0.00	3,104,896.94	2,980,545.91

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FY98 SPECIAL EDUCATION ELIGIBLE K-12 COST COMPARED TO FY97

Expenditure Category		Special Education Eligible Cost Excluding Pre-School		Difference	% Change
		FY98	FY97		
1200	DIRECT SERVICES - SPECIAL EDUCATION				
	100 Personnel Services-Salaries	54,297,297.48	50,010,782.54	4,286,514.94	8.6%
	200 Personnel Services-Benefits	11,882,765.42	11,344,606.30	538,159.12	4.7%
	300 Purchased Prof. & Technical Serv.	7,441,944.38	7,433,315.78	8,628.60	0.1%
	400 Purchased Property Services	76,089.29	90,534.84	(14,445.55)	-16.0%
	500 Other Purchased Services	18,855,100.94	16,789,491.53	2,065,609.41	12.3%
	600 Supplies	849,329.75	712,646.01	136,683.74	19.2%
	700 Property	460,738.36	360,346.56	100,391.80	27.9%
	800 Other Objects	11,098.33	18,395.93	(7,297.60)	-39.7%
	900 Other Uses of Funds	25.00	20,361.85	(20,336.85)	-99.9%
2100	SUPPORT SERVICES-STUDENTS				
	100-900 (EXCEPT 700 reported below)	13,183,122.27	11,569,325.57	1,613,796.70	13.9%
	700 Equipment	38,099.02	26,118.13	11,980.89	45.9%
2200	SUPPORT SERVICES -Instructional Staff	316,086.83	197,258.78	118,828.05	60.2%
2300	SUPPORT SERVICES -General Admin.	90,897.79	289,545.71	(198,647.92)	-68.6%
2400	SUPPORT SERVICES -School/Area Admin.	5,051,727.46	4,894,044.17	157,683.29	3.2%
2500	SUPPORT SERVICES -Business	44,259.12	67,896.62	(23,637.50)	-34.8%
2600	OPERATION & MAINTENANCE OF PLANT SERV.	29,678.61	9,127.04	20,551.57	225.2%
2700	STUDENT TRANSPORTATION SERVICES	1,356,816.24	1,048,206.94	308,609.30	29.4%
2800	SUPPORT SERVICES -Central	0.00	0.00	0.00	0.0%
2900	OTHER SUPPORTING SERVICES	1,500.00	0.00	1,500.00	
3000	COMMUNITY SERVICES	0.00	0.00	0.00	0.0%
4000	FACILITIES ACQUISITION & CONSTR.	72.00	0.00	72.00	
5000	OTHER OUTLAYS	149,344.03	2,414.00	146,930.03	6086.6%
TOTAL SPECIAL EDUCATION COSTS REPORTED		114,135,992.32	104,884,418.30	9,251,574.02	8.8%

EXPENDITURES DUPLICATED ACROSS REPORTING ENTITIES

Tuition and Excess Costs Paid by other LEA's	2,947,006.13	2,767,803.21	179,202.92	6.5%
Assessment to S.U. or Union School	0.00	0.00	0.00	0.0%
Total Duplicated Costs	2,947,006.13	2,767,803.21	179,202.92	6.5%
TOTAL SPECIAL EDUCATION EXPENDITURES BY LEAs	111,188,986.19	102,116,615.09	9,072,371.10	8.9%

EXPENDITURES CHARGED TO MISC. REVENUE

Other Federal	194,674.43	125,521.50	69,152.93	55.1%
State-Placed Student Cost	4,291,902.15	3,829,213.12	462,689.03	12.1%
State-wide Program Grants	636,513.61	590,043.01	46,470.60	7.9%
Miscellaneous State/Local Grants	168,827.33	90,939.00	77,888.33	85.6%
Total Miscellaneous Revenue Used	5,291,917.52	4,635,716.63	656,200.89	14.2%
TOTAL SPEC. ED. COSTS EXCLUDING MISC. REV.	105,897,068.67	97,480,898.46	8,416,170.21	8.6%

SPECIAL EDUCATION COSTS CHARGED TO FEDERAL REVENUE

IDEA-B (4226)	4,331,000.08	3,451,537.89	879,462.19	25.5%
IDEA-B Pre-School Incentive (4228)	0.00	0.00	0.00	0.0%
IDEA-B & Preschool Discretionary (4225 & 4227)	3,399.00	21,030.88	(17,631.88)	-83.8%
IDEA-C Infant & Toddlers (4235)	0.00	33,621.78	(33,621.78)	-100.0%
Total Special Education Federal Funds Used	4,334,399.08	3,506,190.55	828,208.53	23.6%
TOTAL SPEC. ED. COSTS FROM STATE/LOCAL FUNDS	101,562,669.59	93,974,707.91	7,587,961.68	8.1%

ELIGIBLE FUNDING FORMULA COSTS

State Block Grant (3201)	14,222,323.44	13,873,264.25	349,059.19	2.5%
Local Block Grant Match	9,481,553.06	9,248,843.52	232,709.54	2.5%
Extraordinary Cost for School-age Students	10,378,073.47	11,775,248.89	(1,397,175.42)	-11.9%
Extraordinary Cost for Pre-School Students	98,565.79	86,877.12	11,688.67	13.5%
Intensive Costs	67,480,719.62	59,077,351.25	8,403,368.37	14.2%
TOTAL FORMULA ELIGIBLE COSTS	101,661,235.38	94,061,585.03	7,599,650.35	8.1%

FY98 information is based on Special Ed. Exp. Reports as of 9/10/98 while FY97 is as of 3/12/99.

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FY98 SPECIAL EDUCATION PRESCHOOL COST COMPARED TO FY97

Expenditure Category	Pre-School Special Education Expenditures Reported		Difference	% Change
	FY98	FY97		
1200 DIRECT SERVICES - SPECIAL EDUCATION				
100 Personnel Services-Salaries	3,790,767.63	3,677,063.70	113,703.93	3.1%
200 Personnel Services-Benefits	745,723.15	735,804.69	9,918.46	1.3%
300 Purchased Prof. & Technical Serv.	1,674,877.05	1,617,823.40	57,053.65	3.5%
400 Purchased Property Services	8,962.14	19,742.26	(10,780.12)	-54.6%
500 Other Purchased Services	807,391.48	721,350.86	86,040.62	11.9%
600 Supplies	92,241.06	86,325.61	5,915.45	6.9%
700 Property	48,948.70	34,665.67	14,283.03	41.2%
800 Other Objects	3,826.61	4,166.60	(339.99)	-8.2%
900 Other Uses of Funds	0.00	0.00	0.00	0.0%
2100 SUPPORT SERVICES-STUDENTS				
100-900 (EXCEPT 700 reported below)	1,461,461.22	1,267,242.61	194,218.61	15.3%
700 Equipment	4,681.96	3,133.35	1,548.61	49.4%
2200 SUPPORT SERVICES -Instructional Staff	8,971.07	12,519.22	(3,548.15)	-28.3%
2300 SUPPORT SERVICES -General Admin.	45,094.52	134,099.10	(89,004.58)	-66.4%
2400 SUPPORT SERVICES -School/Area Admin.	376,690.16	357,872.12	18,818.04	5.3%
2500 SUPPORT SERVICES -Business	34,647.31	19,585.65	15,061.66	76.9%
2600 OPERATION & MAINTENANCE OF PLANT SERV.	25,792.72	31,484.17	(5,691.45)	-18.1%
2700 STUDENT TRANSPORTATION SERVICES	96,273.61	99,188.24	(2,914.63)	-2.9%
2800 SUPPORT SERVICES -Central	0.00	0.00	0.00	0.0%
2900 OTHER SUPPORTING SERVICES	0.00	81.00	(81.00)	-100.0%
3000 COMMUNITY SERVICES	0.00	0.00	0.00	0.0%
4000 FACILITIES ACQUISITION & CONSTR.	0.00	1,495.85	(1,495.85)	-100.0%
5000 OTHER OUTLAYS	0.00	0.00	0.00	0.0%
Non-special ed costs charged to the State EEE grant	404,080.99	436,411.30	(32,330.31)	-7.4%
TOTAL SPECIAL EDUCATION COSTS REPORTED	9,630,431.38	9,260,055.40	370,375.98	4.0%

EXPENDITURES DUPLICATED ACROSS REPORTING ENTITIES				
Tuition and Excess Costs Paid by other LEA's	291,486.77	256,875.17	34,611.60	13.5%
Assessment to S.U. or Union School	1,437,124.18	1,479,693.06	(42,568.88)	-2.9%
Total Duplicated Costs	1,728,610.95	1,736,568.23	(7,957.28)	-0.5%
TOTAL SPECIAL EDUCATION EXPENDITURES BY LEAs	7,901,820.43	7,523,487.17	378,333.26	5.0%

EXPENDITURES CHARGED TO MISC. REVENUE				
Other Federal	0.00	91,417.35	(91,417.35)	-100.0%
State-Placed Student Cost	1,507.00	3,146.11	(1,639.11)	-52.1%
State-wide Program Grants	0.00	0.00	0.00	0.0%
Miscellaneous State/Local Grants	252,845.13	218,410.00	34,435.13	15.8%
Total Miscellaneous Revenue Used	254,352.13	312,973.46	(58,621.33)	-18.7%
TOTAL SPEC. ED. COSTS EXCLUDING MISC. REV.	7,647,468.30	7,210,513.71	436,954.59	6.1%

SPECIAL EDUCATION COSTS CHARGED TO FEDERAL REVENUE				
IDEA-B (4226)	191,097.30	150,337.41	40,759.89	27.1%
IDEA-B Pre-School Incentive (4228)	609,118.96	660,542.19	(51,423.23)	-7.8%
IDEA-B & Preschool Discretionary (4225 & 4227)	200.00	3,350.00	(3,150.00)	-94.0%
IDEA-C Infant & Toddlers (4235)	121,156.24	1,302.83	119,853.41	9199.5%
Total Special Education Federal Funds Used	921,572.50	815,532.43	106,040.07	13.0%
TOTAL SPEC. ED. COSTS FROM STATE/LOCAL FUNDS	6,725,895.80	6,394,981.28	330,914.52	5.2%

ELIGIBLE FUNDING FORMULA COSTS				
Extraordinary Cost for School-age Students	98,565.79	96,877.12	1,688.67	1.7%
ESSENTIAL EALY EDUCATION GRANT	3,646,784.10	3,644,596.97	2,187.13	0.1%
INELIGIBLE FOR FUNDING (Locally funded)	2,980,545.91	2,653,507.19	327,038.72	12.3%

FY98 information is based on Special Ed. Exp. Reports as of 9/10/98 while FY97 is as of 3/12/99.

SPECIAL EDUCATION EXTRAORDINARY COST SUMMARY

Summary Information for FY90 - FY98

Year	No. of Students Eligible	Extraordinary Limit	Total Cost for Eligible Students	Costs Eligible for Extraordinary	Extraordinary Reimbursement
FY90	599	9,900	11,709,426.65	5,779,326.65	5,210,393.98
FY91	634	10,725	13,299,665.08	6,500,015.08	5,850,013.57
FY92	654	11,700	14,154,065.48	6,502,265.48	5,852,038.93
FY93	709	12,060	16,071,594.61	7,521,054.61	6,768,949.11
FY94	849	12,075	19,482,015.51	9,230,340.51	8,307,306.46
FY95	956	12,390	21,840,669.20	9,995,829.20	8,996,246.29
FY96	1021	12,660	24,704,211.94	11,778,351.94	10,600,516.80
FY97	1035	13,305	25,642,801.01	11,872,126.01	10,684,913.46
FY98	845	16,258	24,214,649.26	10,476,639.26	9,428,975.29

This information excludes adjustments to extraordinary for the Austine provision for FY-93 and after.

Breakdown of Total Cost for Extraordinary Students by Cost Category:

Year	Spec. Ed. Tuition	Equipment	Oth Instructional Cost	Related Services	Transportation	Total Cost
FY90	8,203,605.69	36,190.74	2,513,581.48	349,946.18	606,102.56	11,709,426.65
FY91	7,725,661.26	32,226.14	4,202,140.80	536,603.20	803,033.68	13,299,665.08
FY92	7,301,901.09	42,841.66	4,917,281.03	934,522.05	957,519.65	14,154,065.48
FY93	7,176,486.51	107,140.84	6,682,216.34	1,083,618.56	1,022,132.36	16,071,594.61
FY94	7,800,574.18	140,366.42	9,119,131.46	1,409,423.33	1,012,520.12	19,482,015.51
FY95	9,152,715.04	122,813.85	9,826,718.91	1,613,006.61	1,125,414.79	21,840,669.20
FY96	10,017,586.68	135,085.93	11,222,958.75	2,149,584.71	1,178,995.87	24,704,211.94
FY97	9,986,250.36	102,685.36	11,669,503.34	2,696,862.16	1,187,499.79	25,642,801.01
FY98	9,952,927.69	177,737.77	9,848,300.37	2,967,281.29	1,268,402.14	24,214,649.26

FY98 based on final reports as of 9/10/98; FY97 based on reports as of 3/12/99; FY96 updated based on reports thru 11/06/98; FY93 updated through 11/13/98; FY94 through 11/12/98; FY95 through 2/22/99; remaining years updated for all amended reports.

NUMBER OF SPECIAL EDUCATION STUDENTS REPORTED AS EXTRAORDINARY IN FY98 - Part 1

Disability Code	Disability Category	Birth -21 Dec. 1, 1997 Childcount	# Students Claimed in FY98 as Extraordinary	% of Childcount Claimed As Extraordinary	# of Residential Placements	% of Extra. Students in Resid. Placements
01	Learning Impaired	1,336	204	15.3%	6	2.9%
02	Hearing Impaired	99	29	29.3%	7	24.1%
03	Deaf	54	41	75.9%	15	36.6%
04	Speech/Lang. Impaired	1,805	53	2.9%	4	7.5%
05	Visually Impaired	38	14	36.8%	1	7.1%
06	Emotional/Beh. Disability	1,746	178	10.2%	21	11.8%
07	Orthopedically Impaired	75	20	26.7%	0	0.0%
08	Other Health	817	74	9.1%	6	8.1%
09	Specific Learning Disability	4,601	73	1.6%	21	28.8%
10	Deaf-Blind	2	2	100.0%	0	0.0%
11	Multi-Handicapped	78	42	53.8%	4	9.5%
12	Developmentally Delayed	749	55	7.3%	1	1.8%
13	Traumatic Brain Injury	34	6	17.6%	0	0.0%
14	Autism	96	50	52.1%	0	0.0%
	Total K-12	11,530	841	7.3%	86	10.2%
PS	Developmentally Delayed*	1,210	4	0.3%	0	0.0%
	Grand Total	12,740	845	6.6%	86	10.2%

* Developmentally Delayed above includes all preschool students even though a few students are actually counted under another category.

COST BREAKDOWN OF EXTRAORDINARY STUDENTS IN FY98 - Part 2

Disability Code	Disability Category	Breakdown of Extraordinary Costs by Cost Category:					Total Cost
		Special Ed Tuition	Equipment	Other Instructional	Related Services	Transportation	
01	Learning Impaired	1,352,776.32	34,628.12	2,598,721.82	750,480.39	287,758.05	5,024,364.70
02	Hearing Impaired	458,053.60	7,897.02	359,853.12	183,870.38	31,517.42	1,041,191.54
03	Deaf	1,251,202.28	0.00	411,961.98	212,981.58	57,649.80	1,933,795.64
04	Speech/Lang. Impaired	360,473.41	9,515.44	639,370.12	207,578.72	64,645.50	1,281,583.19
05	Visually Impaired	114,446.00	12,921.00	164,601.29	107,474.43	15,567.75	415,010.47
06	Emotional/Beh. Disability	3,489,799.95	3,667.40	1,170,392.72	239,942.90	298,766.64	5,202,569.61
07	Orthopedically Impaired	0.00	19,180.67	354,963.48	70,532.08	58,992.68	503,668.91
08	Other Health	621,595.35	9,141.02	1,073,192.03	237,832.11	102,842.23	2,044,602.74
09	Specific Learning Disability	1,412,066.43	681.55	490,645.78	147,444.39	77,275.86	2,128,114.01
10	Deaf-Blind	0.00	0.00	53,274.27	300.00	0.00	53,574.27
11	Multi-Handicapped	560,219.00	19,445.20	609,032.81	105,306.92	134,470.91	1,428,474.84
12	Developmentally Delayed	104,794.22	40,653.30	913,569.42	276,816.15	56,870.05	1,392,703.14
13	Traumatic Brain Injury	13,000.00	322.78	97,631.85	40,890.22	6,585.98	158,430.83
14	Autism	214,141.13	14,495.27	843,108.66	297,701.27	73,521.25	1,442,967.58
	Total K-12	9,952,567.69	172,548.77	9,780,319.35	2,879,151.54	1,266,464.12	24,051,051.47
PS	Developmentally Delayed	360.00	5,189.00	67,981.02	88,129.75	1,938.02	163,597.79
	Grand Total	9,952,927.69	177,737.77	9,848,300.37	2,967,281.29	1,268,402.14	24,214,649.26

COST COMPARISON OF EXTRAORDINARY STUDENTS IN FY98 - Part 3

Disability Code	Disability Category	Number of Extra. Students Claimed FY98	Total Cost Claimed for Students	% of Cost by Disability Category	Average Cost per Student	Extraordinary Reimbursement by Category	% of Extra. Reimburse. by Disability
01	Learning Impaired	204	5,024,364.70	20.7%	24,629.24	1,536,960	16.3%
02	Hearing Impaired	29	1,041,191.54	4.3%	35,903.16	512,739	5.4%
03	Deaf	41	1,933,795.64	8.0%	47,165.75	1,140,496	12.1%
04	Speech/Lang. Impaired	53	1,281,583.19	5.3%	24,180.81	377,918	4.0%
05	Visually Impaired	14	415,010.47	1.7%	29,643.61	168,659	1.8%
06	Emotional/Beh. Disability	178	5,202,569.61	21.5%	29,227.92	2,077,781	22.0%
07	Orthopedically Impaired	20	503,668.91	2.1%	25,183.45	160,658	1.7%
08	Other Health	74	2,044,602.74	8.4%	27,629.77	757,360	8.0%
09	Specific Learning Disability	73	2,128,114.01	8.8%	29,152.25	847,152	9.0%
10	Deaf-Blind	2	53,574.27	0.2%	26,787.14	18,952	0.2%
11	Multi-Handicapped	42	1,428,474.84	5.9%	34,011.31	671,075	7.1%
12	Developmentally Delayed	55	1,392,703.14	5.8%	25,321.88	448,662	4.8%
13	Traumatic Brain Injury	6	158,430.83	0.7%	26,405.14	54,795	0.6%
14	Autism	50	1,442,967.58	6.0%	28,859.35	567,061	6.0%
	Total K-12	841	24,051,051.47	99.3%	28,598.16	9,340,266	99.1%
PS	Developmentally Delayed	4	163,597.79	0.7%	40,899.45	88,709	0.9%
	Grand Total	845	24,214,649.26	100.0%	28,656.39	9,428,976	100.0%

A6 SPECIAL EDUCATION K-12 STUDENTS AND STAFF

From Section B, Part 1 of FY2000 Service Plan

Filed by Supervisory Unions on October 15, 1998

Total for All Reporting Entities						
Service Category	# of Students		Staff FTE Providing Services			
	Estimated FY1999	Projected FY2000	FY1999		FY2000	
			Prof.	Aides	Prof.	Aides
(01) Residential Placements	109	113				
(02) Special Class Instruction	1,014	1,174	86.01	106.55	84.46	109.63
(03) Resource Room and Consulting Teacher/ Learning Specialist Services	10,251	10,659	Core Staff			
			519.38	523.49	521.50	521.85
			Additional Staff			
			139.23	422.79	153.24	445.99
(04) Behavioral Specialist Services	1,075	1,154	43.83	35.78	47.94	38.58
(05) Integration Facilitator Services	496	511	36.22	45.85	36.39	46.85
(06) Employment Specialist Services	645	692	17.31	25.32	18.20	27.32
(07) Other Direct Instruction	342	380	15.53	22.55	14.94	23.09
(08) Vision Services	86	88	2.70	0.01	2.70	0.00
(09) Adaptive Physical Education Services	658	673	9.37	8.51	9.36	8.31
(10) Individual Aides/Tutoring	2,051	2,136	10.16	1,480.95	9.73	1,531.36
(11) Health Services	204	218	5.26	9.37	5.65	8.87
(12) Occupational & Physical Therapy	1,906	1,981	28.13	6.71	28.91	6.61
(13) Counseling Services	1,723	1,826	49.47	0.60	54.03	0.50
(14) Assessment Services	4,259	4,431	39.22	0.13	39.40	0.13
(15) Speech Language Instruction	5,604	5,815	Core Staff			
			133.83	33.80	133.53	35.50
			Additional Staff			
			62.02	59.69	65.96	57.79
(16) Audiology and Deaf Education	324	330	18.51	13.31	18.44	14.81
(17) Transportation Services	1,094	1,175	21.79	34.29	22.23	35.92
(18) Other Related Services	596	599	8.92	8.63	8.76	11.84
Total			1,246.89	2,838.33	1,275.37	2,924.95

Students are counted for each category that they receive services; thus students can be counted more than once.

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Comparison of Student/Staff Information from FY90 through FY99

Service Category	Reported for Fiscal Year	# of Students Served	Staff FTE Providing Service	
			Prof.	Aides
(02) Special Class Instruction	FY99	1,014	86.01	106.55
	FY98	865	70.93	86.77
	FY97	725	61.05	73.72
	FY96	581	50.50	62.85
	FY95	482	57.55	51.89
	FY94	439	41.19	41.96
	FY93	734	82.06	79.10
	FY92	856	67.74	86.76
	FY91	815	58.12	68.22
	FY90	1,044	94.12	94.50
(03) Resource Room & Consulting Teacher/Learning Specialist Services	FY99	10,251	658.61	946.28
	FY98	10,294	624.17	899.05
	FY97	9,696	601.47	745.97
	FY96	9,307	587.48	690.81
	FY95	9,098	584.10	692.64
	FY94	9,054	567.28	607.12
	FY93	9,028	498.60	519.55
	FY92	9,704	490.23	520.62
	FY91	9,624	500.68	470.03
	FY90	9,190	453.93	418.70
(04) Behavioral Specialist Services	FY99	1,075	43.83	35.78
	FY98	952	45.59	44.70
	FY97	877	33.32	29.10
	FY96	774	30.08	35.60
	FY95	573	25.28	21.17
	FY94	549	15.78	20.87
	FY93	465	15.24	18.10
	FY92	379	11.37	15.50
	FY91	438	19.23	27.50
	FY90	261	9.79	15.64

-2.9% decrease in number of students served
-8.6% decrease in professional staff
12.8% increase in aides

11.5% increase in number of students served
45.1% increase in professional staff
126.0% increase in aides

311.9% increase in number of students served
347.7% increase in professional staff
128.8% increase in aides

Comparison of Student/Staff Information from FY90 through FY99

Service Category	Reported for Fiscal Year	# of Students Served	Staff FTE Providing Service	
			Prof.	Aides
(05) Integration Facilitator Services	FY99	496	36.22	45.85
	FY98	442	37.05	58.70
	FY97	522	40.17	62.23
	FY96	463	36.24	46.80
	FY95	483	35.47	58.50
	FY94	464	32.59	45.50
	FY93	526	38.51	40.10
	FY92	461	36.02	51.83
	FY91	440	30.65	47.14
	FY90	363	23.22	40.05
(06) Employment Specialist Services	FY99	645	17.31	25.32
	FY98	694	24.88	26.37
	FY97	674	26.48	18.83
	FY96	635	26.08	26.33
	FY95	610	23.32	26.83
	FY94	456	20.13	24.25
	FY93	412	24.98	22.90
	FY92	380	20.20	15.40
	FY91	333	17.27	15.70
	FY90	357	18.45	13.87
(07) Other Direct Instruction	FY99	342	15.53	22.55
	FY98	320	17.30	11.96
	FY97	391	15.65	11.16
	FY96	245	8.11	7.83
	FY95	115	3.04	2.48
	FY94	170	8.45	4.02
	FY93	96	2.10	1.68
	FY92	144	7.44	3.86
	FY91	159	6.35	7.08
	FY90	27	0.20	3.00

36.6% increase in number of students served
56.0% increase in professional staff
14.5% increase in aides

80.7% increase in number of students served
-6.2% decrease in professional staff
82.6% increase in aides

1166.7% increase in number of students served
7665.0% increase in professional staff
651.7% increase in aides

Comparison of Student/Staff Information from FY90 through FY99

Service Category	Reported for Fiscal Year	# of Students Served	Staff FTE Providing Service	
			Prof.	Aides
(08) Vision Services	FY99	86	2.7	0.01
	FY98	86	3.51	0.51
	FY97	97	3.78	0.00
	FY96	96	5.40	1.50
	FY95	81	15.70	3.00
	FY94	76	2.18	0.00
	FY93	88	2.23	0.10
	FY92	82	1.37	0.60
	FY91	84	1.66	2.00
	FY90	89	1.19	0.10
(09) Adaptive Physical Education Services	FY99	658	9.37	8.51
	FY98	678	11.09	2.34
	FY97	611	10.70	5.30
	FY96	524	10.64	8.51
	FY95	529	9.90	4.62
	FY94	479	11.06	9.35
	FY93	485	10.87	0.00
	FY92	446	10.28	2.05
	FY91	490	11.24	1.10
	FY90	437	13.35	2.32
(10) Individual Aides/Tutoring	FY99	2,051	10.16	1,480.95
	FY98	1,931	5.21	1,342.77
	FY97	1,759	3.78	1,309.29
	FY96	1,641	14.16	1,278.38
	FY95	1,510	5.75	1,202.91
	FY94	1,568	3.51	1,005.06
	FY93	1,067	10.81	860.79
	FY92	842	11.45	653.64
	FY91	797	14.09	569.80
	FY90	751	10.77	470.43

-3.4% decrease in number of students served
126.9% increase in professional staff
-90.0% decrease in aides

50.6% increase in number of students served
-29.8% decrease in professional staff
266.8% increase in aides

173.1% increase in number of students served
-5.7% decrease in professional staff
214.8% increase in aides

Comparison of Student/Staff Information from FY90 through FY99

Service Category	Reported for Fiscal Year:	# of Students Served	Staff FTE Providing Service	
			Prof.	Aides
(11) Health Services	FY99	204	5.26	9.37
	FY98	246	8.67	6.73
	FY97	219	3.82	6.38
	FY96	234	4.72	9.79
	FY95	171	5.69	3.01
	FY94	152	2.10	2.01
	FY93	151	3.62	1.04
	FY92	173	4.60	2.54
	FY91	160	4.42	0.54
	FY90	95	3.43	0.00
(12) Occupational & Physical Therapy	FY99	1,906	28.13	6.71
	FY98	1,770	29.33	5.04
	FY97	1,733	28.40	2.96
	FY96	1,421	25.05	8.01
	FY95	1,370	26.81	3.56
	FY94	1,233	19.04	0.95
	FY93	1,265	17.82	1.62
	FY92	1,096	14.56	0.94
	FY91	1,093	15.28	1.20
	FY90	976	12.08	5.56
(13) Counseling Services	FY99	1,723	49.47	0.60
	FY98	1,669	49.20	0.50
	FY97	1,512	50.77	0.00
	FY96	1,343	42.37	0.00
	FY95	1,195	35.91	0.40
	FY94	1,000	29.77	0.00
	FY93	862	20.15	0.01
	FY92	891	20.16	0.20
	FY91	747	14.83	0.00
	FY90	778	15.12	0.00

*114.7% increase in number of students served
53.4% increase in professional staff*

*95.3% increase in number of students served
132.9% increase in professional staff
20.7% increase in aides*

*121.5% increase in number of students served
227.2% increase in professional staff*

Comparison of Student/Staff Information from FY90 through FY99

Service Category	Reported for Fiscal Year	# of Students Served	Staff FTE Providing Service	
			Prof.	Aides
(14) Assessment Services	FY99	4,259	39.22	0.13
	FY98	4,379	43.64	0.00
	FY97	4,593	45.18	0.00
	FY96	4,166	38.54	0.00
	FY95	3,927	38.79	0.10
	FY94	3,996	34.46	0.00
	FY93	4,659	40.72	0.04
	FY92	3,673	45.97	0.26
	FY91	3,688	27.91	0.02
	FY90	3,318	27.06	0.00
(15) Speech Language Instruction	FY99	5,604	195.85	93.49
	FY98	5,474	188.58	99.03
	FY97	5,206	186.86	85.82
	FY96	5,126	188.95	95.35
	FY95	4,900	177.28	92.42
	FY94	5,074	174.48	90.46
	FY93	5,775	176.04	73.63
	FY92	5,853	167.08	72.42
	FY91	6,351	166.05	76.27
	FY90	6,261	160.57	82.74
(16) Audiology and Deaf Education	FY99	324	18.51	13.31
	FY98	370	19.50	21.33
	FY97	337	21.91	14.68
	FY96	314	15.70	13.69
	FY95	281	14.54	14.00
	FY94	256	13.50	11.70
	FY93	266	15.26	18.83
	FY92	209	9.24	15.54
	FY91	220	12.35	5.45
	FY90	276	7.84	12.15

28.4% increase in number of students served
44.9% increase in professional staff

-10.5% decrease in number of students served
22.0% increase in professional staff
13.0% increase in aides

17.4% increase in number of students served
136.1% increase in professional staff
9.5% increase in aides

Comparison of Student/Staff Information from FY90 through FY99

Service Category	Reported for Fiscal Year	# of Students Served	Staff FTE Providing Service	
			Prof.	Aides
(17) Transportation Services	FY99	1,094	21.79	34.29
	FY98	978	15.87	32.64
	FY97	941	18.43	31.74
	FY96	854	15.81	39.23
	FY95	795	17.80	31.17
	FY94	645	17.79	25.29
	FY93	695	14.21	27.57
	FY92	654	22.81	24.09
	FY91	812	24.72	23.97
	FY90	764	21.83	24.34
(18) Other Related Services	FY99	596	8.92	8.63
	FY98	536	13.26	7.38
	FY97	719	18.95	6.03
	FY96	317	11.74	6.29
	FY95	371	10.27	1.16
	FY94	244	6.87	2.74
	FY93	132	8.29	2.36
	FY92	121	8.45	1.07
	FY91	99	2.92	2.28
	FY90	82	4.64	3.00
Total Staff Reported across all Categories	FY99		1,246.89	2,838.33
	FY98		1,207.78	2,645.82
	FY97		1,170.72	2,403.21
	FY96		1,111.57	2,330.97
	FY95		1,087.20	2,209.86
	FY94		1,000.18	1,891.28
	FY93		981.51	1,667.42
	FY92		948.97	1,467.32
	FY91		927.77	1,318.30
	FY90		877.59	1,186.40

43.2% increase in number of students served
-0.2% decrease in professional staff
40.9% increase in aides

626.8% increase in number of students served
92.2% increase in professional staff
187.7% increase in aides

42.1% Increase in Professionals
139.2% Increase in Aides

A8

SPECIAL EDUCATION TEACHERS FOR SCHOOL YEAR 1998-99

From Section A, Part 3 of the FY2000 Service Plan

Filed by Supervisory Unions on October 15, 1998

Total for All Supervisory Unions				
This shows the number of full-time equivalent teachers employed and needed during school year 1998-1999 to provide special education services for children and youth with disabilities Ages 3-21. For Ages 6-21, the FTE of teachers is shown by teaching assignment. The following definitions apply for the columns: Fully Certified - teacher meets the certification or licensure or no certification required for the position held. Not Fully Certified - teacher does not meet the certification or licensure for the position held. Vacant Position - position which was funded for the school year but was unfilled. Total Demand - total of the three previous columns.				
AGE GROUP Teaching Assignment	EMPLOYED		VACANT POSITIONS	TOTAL DEMAND
	Fully Certified	Not Fully Certified		
Ages 3 - 5:				
All Teachers	93.65	2.50	0.00	96.15
Ages 6-21 Breakdown:				
Consulting Teacher	367.76	2.50	11.55	381.81
Resource Room Teacher	368.82	2.15	5.50	376.47
Teacher of Self-Contained Class	92.14	1.00	0.00	93.14
Home-Hospital Teacher	4.10	0.00	0.00	4.10
Total for Ages 6-21	832.82	5.65	17.05	855.52
Total for Ages 3-21	926.47	8.15	17.05	951.67

Please note that Speech Pathologists are included as related service staff and therefore show on the next page.

A9

SPECIAL EDUCATION OTHER STAFF FOR SCHOOL YEAR 1998-99

From Section A, Part 4 of FY2000 Service Plan
Filed by Supervisory Unions on October 15, 1998

Total For All Supervisory Unions

This shows the number of other special education and related service personnel employed and needed during school year 1998-1999 as FTEs to serve children and youth with disabilities Ages 3-21. The following definitions apply:

Fully Certified - staff person meets the certification or licensure or no certification required for the position held.

Not Fully Certified - staff person does not meet the certification or licensure for the position held.

Vacant Position - position which was funded for the school year but was unfilled.

Total Demand - total of the three previous columns.

OTHER SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	EMPLOYED		VACANT POSITIONS	TOTAL DEMAND
	Fully Certified	Not Fully Certified		
1) Speech Pathologists	202.53	11.80	10.00	224.33
2) Vocational Education Teachers	7.60	1.48	1.00	10.08
3) Physical Education Teachers	20.52	0.00	0.00	20.52
4) Work-Study Coordinators	15.76	0.00	0.88	16.64
5) Psychologists	42.36	0.48	0.16	43.00
6) School Social Workers	38.85	1.00	1.00	40.85
7) Occupational Therapists	23.91	1.00	0.50	25.41
8) Audiologists	2.60	0.00	0.10	2.70
9) Paraprofessionals	2,532.27	0.00	64.11	2,596.38
10) Recreation and Therapeutic Recreation Specialists	0.16	0.00	0.00	0.16
11) Diagnostic and Evaluation Staff	18.96	0.00	0.00	18.96
12) Physical Therapists	12.41	1.00	0.30	13.71
13) Counselors	41.09	0.00	0.40	41.49
14) Supervisors/Administrators	71.14	1.25	1.75	74.14
15) Interpreters	21.72	3.00	3.00	27.72
16) Rehabilitation Counselors	1.40	0.00	0.00	1.40
17) Other Professional Staff	52.09	0.00	1.90	53.99
18) Other Non-professional Staff	40.18	0.75	1.00	41.93
Total Other Staff	3,145.55	21.76	86.10	3,253.41

B1
Actual FY98 Special Education Cost and Funding by Town
Based on final reports as of 9/10/98

Code	Town	FY98 Actual Special Education Costs Eligible for Formula Funding as of 9/10/98	Actual FY98 Special Education Formula Funding				Actual FY98 Special Education Formula Funding
			Mainstream Block Grant Used	Final Intensive Rate	Intensive Reimbursement Earned	Extraordinary Reimbursement Earned	
t001	Addison	204,212.00	31,453.00	4.10%	5,671.00	12,004.20	49,128.20
t002	Albany	59,592.00	20,138.00	33.84%	8,808.00	0.00	28,946.00
t003	Alburg	262,284.95	45,461.00	11.48%	20,932.00	3,774.04	70,167.04
t004	Andover	53,865.00	8,088.00	4.10%	1,654.00	0.00	9,742.00
t005	Arlington	325,575.83	80,227.00	9.07%	14,135.00	32,351.00	126,713.00
t006	Athens	69,020.09	7,366.00	26.66%	15,127.00	0.00	22,493.00
t007	Bakersfield	207,227.54	35,171.00	46.20%	68,660.00	0.00	103,831.00
t008	Baltimore	42,080.00	4,167.00	27.93%	9,386.00	1,376.10	14,929.10
t009	Barnard	197,650.00	24,992.00	4.10%	5,846.00	11,950.20	42,788.20
t010	Barnet	280,105.94	50,242.00	4.10%	7,571.00	10,386.54	68,199.54
t011	Barre City	1,523,626.61	194,378.00	36.90%	357,224.00	208,360.50	759,962.50
t012	Barre Town	1,535,698.29	212,003.00	32.71%	315,860.00	195,018.08	722,881.08
t013	Barton ID	210,867.00	50,861.00	38.25%	38,171.00	23,686.20	112,718.20
t014	Belvidere	52,204.00	8,285.00	36.05%	13,747.00	237.60	22,269.60
t015	Bennington ID	2,613,514.95	328,349.00	30.91%	583,330.00	161,372.70	1,073,051.70
t017	Benson	97,907.00	25,103.00	25.25%	14,158.00	0.00	39,261.00
t018	Berkshire	324,379.86	39,258.00	45.89%	68,495.00	98,715.73	206,468.73
t019	Berlin	558,199.00	68,634.00	4.10%	15,497.00	58,918.50	143,049.50
t020	Bethel	552,479.48	61,639.00	32.19%	120,165.00	68,811.31	250,615.31
t021	Bloomfield	25,095.64	10,421.00	4.45%	184.00	3,230.31	13,835.31
t022	Bolton	149,670.00	25,881.00	20.65%	19,130.00	12,493.40	57,504.40
t023	Bradford ID	526,166.82	77,864.00	33.50%	129,879.00	7,870.19	215,613.19
t024	Braintree	240,777.90	31,456.00	31.50%	57,582.00	4,981.61	94,019.61
t026	Brandon	870,231.16	105,387.00	39.43%	210,514.00	144,620.10	460,521.10
t027	Brattleboro*	2,410,210.00	236,910.00	4.10%	68,400.00	326,385.30	631,695.30
t028	Bridgewater	198,687.00	22,142.00	4.10%	6,145.00	10,589.40	38,876.40
t029	Bridport	215,913.93	30,394.00	17.09%	27,482.00	3,964.10	61,840.10
t030	Brighton	222,949.29	30,427.00	36.13%	59,052.00	7,919.41	97,398.41
t031	Bristol	872,028.51	113,273.00	42.22%	246,136.00	90,197.99	449,606.99
t032	Brookfield	228,258.34	35,386.00	24.83%	41,407.00	2,253.89	79,046.89
t033	Brookline	108,651.00	12,560.00	9.41%	4,711.00	33,877.80	51,148.80
t034	Brownington	50,292.00	17,476.00	44.08%	9,329.00	0.00	26,805.00
t035	Brunswick	3,894.07	1,800.00	20.16%	180.00	0.00	1,980.00
t036	Burke	195,139.70	37,765.00	21.08%	27,761.00	477.90	66,003.90
t037	Burlington	2,834,099.89	488,035.00	4.10%	74,157.00	189,217.44	751,409.44
t038	Cabot	307,450.33	36,997.00	20.19%	36,426.00	58,865.25	132,288.25
t039	Calais	358,310.00	42,950.00	28.10%	70,771.00	31,416.30	145,137.30
t040	Cambridge	653,397.00	80,992.00	9.01%	45,365.00	13,275.00	139,632.00
t041	Canaan	238,673.40	47,591.00	36.78%	56,238.00	5,809.15	109,638.15
t042	Castleton	539,652.00	93,356.00	22.41%	85,680.00	1,479.60	180,515.60
t043	Cavendish	259,234.00	27,748.00	4.10%	8,333.00	8,595.00	44,676.00
t044	Charleston	151,099.18	23,257.00	37.07%	41,646.00	0.00	64,903.00
t045	Charlotte	376,720.00	87,727.00	4.10%	7,896.00	33,959.70	129,582.70
t046	Chelsea	343,025.00	32,277.00	31.19%	74,448.00	45,490.50	152,215.50
t047	Chester	652,778.00	80,047.00	17.95%	92,268.00	4,709.70	177,024.70
t048	Chittenden	211,603.33	32,690.00	6.48%	7,796.00	33,168.68	73,654.68
t049	Clarendon	383,665.00	81,564.00	36.34%	86,366.00	9,030.60	176,960.60
t050	Colchester	1,680,897.89	317,312.00	4.66%	47,624.00	116,642.43	481,578.43
t051	Concord	82,841.17	32,255.00	26.67%	7,758.00	0.00	40,013.00
t052	Corinth U036	272,769.19	41,697.00	40.48%	71,222.00	24,599.73	137,518.73
t053	Cornwall	181,138.46	27,627.00	15.13%	20,439.00	0.00	48,066.00

Actual FY98 Special Education Cost and Funding by Town

Based on final reports as of 9/10/98

Code	Town	FY98 Actual Special Education Costs Eligible for Formula Funding as of 9/10/98	Actual FY98 Special Education Formula Funding				
			Mainstream Block Grant Used	Final Intensive Rate	Intensive Reimbursement Earned	Extraordinary Reimbursement Earned	Actual FY98 Special Education Formula Funding
t054	Coventry	122,647.90	19,555.00	41.22%	37,126.00	0.00	56,681.00
t055	Craftsbury	193,018.00	26,896.00	27.00%	36,290.00	12,381.30	75,567.30
t056	Danby	239,373.00	32,225.00	12.74%	23,660.00	0.00	55,885.00
t057	Danville	345,253.20	58,470.00	23.96%	56,505.00	10,769.32	125,744.32
t058	Derby	810,809.71	128,369.00	35.80%	186,219.00	69,063.83	383,651.83
t059	Dorset	398,883.00	49,200.00	4.10%	11,558.00	31,239.00	91,997.00
t060	Dover	202,804.00	31,111.00	4.10%	5,928.00	5,605.20	42,644.20
t061	Dummerston	541,484.00	37,682.00	4.10%	7,251.00	271,478.70	316,411.70
t063	Duxbury	203,950.90	28,301.00	10.39%	13,897.00	20,767.72	62,965.72
t064	East Haven	41,128.35	7,592.00	39.14%	11,145.00	0.00	18,737.00
t065	East Montpelier	481,836.00	65,299.00	27.16%	87,174.00	46,863.00	199,336.00
t066	Eden	246,766.00	33,707.00	44.42%	84,281.00	769.50	118,757.50
t067	Elmore	70,575.00	20,459.00	5.41%	1,973.00	0.00	22,432.00
t068	Enosburg Falls ID	505,181.14	75,701.00	47.43%	177,164.00	4,971.67	257,836.67
t069	Essex Junction ID	1,998,417.00	216,328.00	4.10%	53,737.00	293,343.30	563,408.30
t070	Essex Town	2,392,488.63	270,064.00	9.39%	168,621.00	131,382.61	570,067.61
t071	Fairfax	580,831.00	93,098.00	35.47%	117,561.00	84,845.70	295,504.70
t072	Fairfield	275,776.58	53,840.00	46.11%	75,895.00	19,291.73	149,026.73
t073	Fair Haven	606,230.00	79,418.00	46.92%	205,002.00	33,288.30	317,708.30
t074	Fairlee	51,754.67	26,139.00	4.10%	335.00	0.00	26,474.00
t075	Fayston	234,047.51	23,725.00	4.10%	6,908.00	23,266.06	53,899.06
t076	Ferrisburgh	354,859.00	51,001.00	4.10%	10,060.00	21,817.80	82,878.80
t077	Fletcher	162,079.00	27,425.00	32.79%	30,630.00	20,660.40	78,715.40
t078	Franklin	196,723.62	33,180.00	32.80%	39,572.00	18,712.65	91,464.65
t079	Georgia	955,793.00	127,122.00	29.75%	169,316.00	157,372.20	453,810.20
t080	Glover	68,732.00	23,866.00	18.54%	5,370.00	0.00	29,236.00
t081	Goshen	47,768.60	6,288.00	20.57%	5,823.00	8,079.55	20,190.55
t082	Grafton	113,370.99	12,706.00	4.10%	3,776.00	0.00	16,482.00
t083	Granby	353.62	212.17	4.10%	0.00	0.00	212.17
t084	Grand Isle	302,129.39	51,837.00	4.10%	6,383.00	53,898.89	112,118.89
t085	Granville	84,640.11	9,953.00	29.37%	15,222.00	14,595.38	39,770.38
t086	Greensboro	156,422.00	17,582.00	4.10%	4,210.00	21,900.60	43,692.60
t087	Groton	227,298.54	33,378.00	23.22%	29,764.00	39,111.40	102,253.40
t088	Guildhall	2,174.75	1,304.85	19.84%	0.00	0.00	1,304.85
t089	Guilford	346,785.00	51,551.00	21.43%	55,491.00	1,701.00	108,743.00
t090	Halifax	127,376.93	16,718.00	4.10%	3,414.00	14,550.63	34,682.63
t091	Hancock	79,267.44	9,682.00	23.23%	14,665.00	0.00	24,347.00
t092	Hardwick	701,934.00	86,118.00	52.14%	262,217.00	49,958.10	398,293.10
t093	Hartford	1,588,840.34	244,655.00	10.77%	113,442.00	114,618.84	472,715.84
t094	Hartland	487,175.09	86,155.00	17.01%	49,382.00	47,979.40	183,516.40
t095	Highgate	729,144.35	102,982.00	35.77%	185,427.00	35,257.84	323,666.84
t096	Hinesburg	661,268.00	108,655.00	25.74%	108,860.00	51,528.60	269,043.60
t097	Holland	151,441.73	14,841.00	37.20%	37,735.00	22,733.58	75,309.58
t098	Hubbardton	112,198.00	15,492.00	4.10%	3,538.00	0.00	19,030.00
t099	Huntington	296,845.50	43,049.00	30.23%	59,720.00	24,778.57	127,547.57
t100	Hyde Park	470,179.00	63,392.00	30.92%	112,180.00	1,556.10	177,128.10
t101	Ira	71,835.00	11,990.00	24.77%	10,763.00	7,560.90	30,313.90
t102	Irasburg	77,227.00	29,411.00	41.85%	11,804.00	0.00	41,215.00
t103	Isle La Motte	25,029.37	9,068.00	4.10%	406.00	0.00	9,474.00
t104	Jamaica	148,417.00	19,379.00	4.10%	4,685.00	1,567.80	25,631.80
t105	Jay	52,589.30	10,896.00	4.10%	1,410.00	0.00	12,306.00

U021

Actual FY98 Special Education Cost and Funding by Town
Based on final reports as of 9/10/98

Code	Town	FY98 Actual Special Education Costs Eligible for Formula Funding as of 9/10/98	Actual FY98 Special Education Formula Funding				
			Mainstream Block Grant Used	Final Intensive Rate	Intensive Reimbursement Earned	Extraordinary Reimbursement Earned	Actual FY98 Special Education Formula Funding
t106	Jericho	613,647.00	96,787.00	25.23%	99,761.00	51,222.94	247,770.94
t107	Johnson	521,850.00	61,611.00	39.69%	163,004.00	7,578.90	232,193.90
t108	Kirby	9,727.86	5,836.72	40.14%	0.00	0.00	5,836.72
t109	Landgrove	9,332.00	4,438.00	4.10%	79.00	0.00	4,517.00
t110	Leicester	190,318.43	24,133.00	9.96%	10,983.00	35,874.76	70,990.76
t111	Lemington	3,000.00	1,800.00	4.10%	0.00	0.00	1,800.00
t112	Lincoln	174,431.24	26,801.00	19.89%	23,354.00	11,098.89	61,253.89
t113	Londonderry	362,996.00	42,367.00	4.10%	11,907.00	1,515.60	55,789.60
t114	Lowell	75,384.84	21,268.00	40.07%	16,004.00	0.00	37,272.00
t115	Ludlow	358,685.52	69,287.00	4.10%	9,485.00	10,478.74	89,250.74
t116	Lunenburg	201,712.62	37,379.00	24.10%	26,210.00	27,586.56	91,175.56
t117	Lyndon	944,060.37	137,925.00	46.95%	292,903.00	81,330.30	512,158.30
t118	Maidstone	771.02	462.61	4.10%	0.00	0.00	462.61
t119	Manchester	1,110,639.00	96,898.00	4.10%	32,498.00	140,150.70	269,546.70
t120	Marlboro	168,168.00	23,540.00	4.10%	4,835.00	9,794.70	38,169.70
t121	Marshfield U033	351,198.49	46,454.00	37.12%	77,126.00	59,419.58	182,999.58
t122	Mendon	139,424.19	22,904.00	4.10%	2,995.00	25,321.08	51,220.08
t123	Middlebury ID	1,093,020.39	152,443.00	9.90%	78,564.00	41,178.64	272,185.64
t124	Middlesex	346,982.00	43,982.00	30.59%	73,383.00	30,423.60	147,788.60
t125	Middletown Springs	241,508.00	20,947.00	12.79%	15,923.00	73,867.50	110,737.50
t126	Milton ID	1,959,860.91	247,791.00	34.03%	439,645.00	229,436.74	916,872.74
t127	Monkton	252,778.33	43,999.00	29.65%	47,812.00	16,379.56	108,190.56
t128	Montgomery	104,721.04	19,901.00	4.10%	2,931.00	0.00	22,832.00
t129	Montpelier	1,631,644.00	184,429.00	12.13%	148,154.00	92,626.20	425,209.20
t130	Moretown	375,514.75	41,158.00	21.08%	55,395.00	39,767.67	136,320.67
t131	Morgan	71,860.97	14,340.00	4.10%	1,964.00	0.00	16,304.00
t132	Morristown	818,071.00	120,950.00	21.14%	109,661.00	88,035.30	318,646.30
t133	Mt. Holly	200,460.62	34,343.00	4.10%	5,681.00	4,079.05	44,103.05
t134	Mt. Tabor	58,176.00	4,065.00	4.10%	1,789.00	6,958.80	12,812.80
t135	Newark	65,123.46	12,176.00	17.96%	8,052.00	0.00	20,228.00
t136	Newbury	271,196.89	39,176.00	12.42%	24,155.00	10,310.36	73,641.36
t137	Newfane	525,832.00	37,136.00	4.10%	14,809.00	92,142.00	144,087.00
t138	New Haven	262,559.09	34,374.00	9.73%	17,639.00	21,575.71	73,588.71
t139	Newport City	894,698.30	98,710.00	37.26%	236,549.00	85,825.58	421,084.58
t140	Newport Town	177,351.85	35,870.00	22.49%	26,436.00	0.00	62,306.00
t141	North Bennington ID	230,156.11	36,662.00	20.08%	33,941.00	0.00	70,603.00
t142	Northfield	1,091,353.00	125,327.00	40.28%	265,936.00	199,973.70	591,236.70
t143	North Hero	115,067.86	18,713.00	4.10%	2,701.00	16,146.22	37,560.22
t144	Norton	8,865.00	5,319.00	4.10%	0.00	0.00	5,319.00
t145	Norwich	726,186.17	122,575.00	4.10%	15,833.00	121,813.83	260,221.83
t146	Orange	130,985.89	29,167.00	40.50%	32,145.00	2,695.50	64,007.50
t147	Orleans ID	73,017.00	27,848.00	42.36%	9,824.00	3,069.00	40,741.00
t148	Orwell	146,587.00	29,665.00	21.78%	20,217.00	3,907.80	53,789.80
t149	Panton	147,512.00	17,177.00	20.52%	22,367.00	8,904.60	48,448.60
t150	Pawlet	409,001.00	31,970.00	9.92%	31,383.00	35,405.10	98,758.10
t151	Peacham	108,648.16	21,967.00	4.10%	2,796.00	3,393.54	28,156.54
t152	Peru	74,965.00	8,636.00	4.10%	2,481.00	0.00	11,117.00
t153	Pittsfield	39,531.98	7,654.00	4.10%	1,097.00	0.00	8,751.00
t154	Pittsford	659,512.67	82,244.00	6.56%	26,380.00	108,010.84	216,634.84
t155	Plainfield U033	294,972.35	39,124.00	40.58%	70,759.00	49,867.87	159,750.87
t156	Plymouth	43,617.87	6,400.00	4.10%	1,350.00	0.00	7,750.00

Actual FY98 Special Education Cost and Funding by Town

Based on final reports as of 9/10/98

Code	Town	FY98 Actual Special Education Costs Eligible for Formula Funding as of 9/10/98	Actual FY98 Special Education Formula Funding				
			Mainstream Block Grant Used	Final Intensive Rate	Intensive Reimbursement Earned	Extraordinary Reimbursement Earned	Actual FY98 Special Education Formula Funding
t157	Pomfret	197,784.00	23,684.00	4.10%	4,829.00	36,365.40	64,878.40
t158	Poultney	630,450.00	83,310.00	25.64%	109,768.00	57,104.10	250,182.10
t159	Pownal	589,930.22	82,204.00	36.13%	155,013.00	21,505.50	258,722.50
t160	Proctor	300,642.40	46,124.00	32.51%	57,797.00	41,396.55	145,317.55
t161	Putney	490,313.00	45,100.00	4.64%	12,831.00	124,542.90	182,473.90
t162	Randolph	1,023,936.04	118,453.00	32.23%	249,174.00	48,157.70	415,784.70
t163	Reading	132,141.00	14,077.00	4.10%	4,100.00	7,722.00	25,899.00
t164	Readsboro	159,288.00	22,229.00	29.82%	25,272.00	33,738.77	81,239.77
t165	Richford	454,690.67	65,000.00	52.76%	178,279.00	7,617.60	250,896.60
t166	Richmond	646,075.50	100,267.00	28.58%	119,756.00	53,929.84	273,952.84
t167	Ripton	96,267.01	13,551.00	7.15%	5,271.00	0.00	18,822.00
t168	Rochester	218,740.94	30,382.00	4.10%	6,806.00	1,739.70	38,927.70
t169	Rockingham	1,500,728.07	149,956.00	22.69%	250,580.00	131,777.36	532,313.36
t170	Roxbury	76,860.00	18,443.00	29.21%	13,050.00	1,294.20	32,787.20
t171	Royalton	401,179.00	70,766.00	40.07%	110,354.00	7,062.30	188,182.30
t172	Rupert	132,874.00	13,445.00	4.10%	3,869.00	14,412.60	31,726.60
t173	Rutland City	2,940,484.05	322,826.00	20.51%	401,887.00	398,476.93	1,123,189.93
t174	Rutland Town	165,280.21	88,917.00	4.10%	700.00	0.00	89,617.00
t175	Ryegate U021	303,803.07	44,947.00	9.77%	16,707.00	52,148.54	113,802.54
t176	St. Albans City	1,488,729.85	171,267.00	35.26%	394,348.00	76,478.14	642,093.14
t177	St. Albans Town	789,936.05	136,859.00	8.35%	38,422.00	91,540.25	266,821.25
t178	St. George	161,702.00	18,973.00	30.10%	36,268.00	8,616.60	63,857.60
t179	St. Johnsbury	1,159,960.00	188,971.00	33.44%	282,559.00	0.00	471,530.00
t180	Salisbury	215,009.39	30,891.00	13.96%	22,794.00	239.31	53,924.31
t181	Sandgate	65,654.52	11,636.00	4.10%	1,745.00	3,294.00	16,675.00
t182	Searsburg	19,802.58	1,933.00	4.10%	605.00	1,632.22	4,170.22
t183	Shaftsbury	534,766.10	77,788.00	17.19%	67,776.00	9,855.90	155,419.90
t184	Sharon	139,745.00	35,137.00	29.45%	23,912.00	0.00	59,049.00
t185	Sheffield U037	105,591.86	19,264.00	46.47%	32,604.00	2,994.30	54,862.30
t186	Shelburne	702,918.00	141,931.00	4.10%	17,142.00	43,084.80	202,157.80
t187	Sheldon	342,841.79	60,607.00	35.10%	71,876.00	33,322.66	165,805.66
t188	Sherburne	144,624.00	23,928.00	4.10%	3,943.00	7,621.20	35,492.20
t189	Shoreham	236,359.37	31,148.00	27.05%	48,024.00	6,237.31	85,409.31
t190	Shrewsbury	140,608.00	29,749.00	10.50%	7,564.00	17,111.70	54,424.70
t191	South Burlington	2,493,412.00	321,745.00	4.10%	60,106.00	440,760.60	822,611.60
t192	South Hero	164,608.10	44,643.00	4.10%	2,416.00	28,102.50	75,161.50
t193	Springfield	1,893,658.00	239,682.00	32.68%	439,080.00	135,541.80	814,303.80
t194	Stamford	90,215.69	21,675.00	13.23%	6,669.00	3,299.53	31,643.53
t195	Stannard	28,547.00	7,998.00	59.10%	8,445.00	833.40	17,276.40
t196	Starksboro	395,597.00	48,049.00	38.88%	102,075.00	47,693.24	197,817.24
t197	Stockbridge	108,664.81	16,458.00	4.10%	3,327.00	0.00	19,785.00
t198	Stowe	558,797.00	83,352.00	4.10%	14,396.00	61,566.30	159,314.30
t199	Strafford	165,556.00	30,716.00	7.91%	5,963.00	35,040.60	71,719.60
t200	Stratton	4,549.00	2,595.00	4.10%	9.00	0.00	2,604.00
t201	Sudbury	102,874.65	11,554.00	4.10%	2,667.00	16,661.65	30,882.65
t202	Sunderland	216,903.00	22,582.00	8.99%	12,750.00	33,736.50	69,068.50
t203	Sutton	161,638.95	28,383.00	42.20%	38,849.00	20,052.90	87,284.90
t204	Swanton	1,233,883.51	164,332.00	34.72%	228,102.00	272,768.81	665,202.81
t205	Thetford	420,055.01	63,067.00	10.24%	24,919.00	64,442.35	152,428.35
t206	Tinmouth	39,992.00	15,760.00	14.80%	2,031.00	0.00	17,791.00
t207	Topsham U036	160,358.80	26,112.00	34.67%	35,063.00	14,140.00	75,315.00

Actual FY98 Special Education Cost and Funding by Town
Based on final reports as of 9/10/98

Code	Town	FY98 Actual Special Education Costs Eligible for Formula Funding as of 9/10/98	Actual FY98 Special Education Formula Funding				
			Mainstream Block Grant Used	Final Intensive Rate	Intensive Reimbursement Earned	Extraordinary Reimbursement Earned	Actual FY98 Special Education Formula Funding
t208	Townshend	215,713.00	22,781.00	4.10%	7,209.00	1,567.80	31,557.80
t209	Troy	364,146.01	41,815.00	41.99%	87,881.00	76,652.89	206,348.89
t210	Tunbridge	152,875.00	30,457.00	19.89%	17,180.00	14,180.40	61,817.40
t211	Underhill ID	311,812.50	47,763.00	22.47%	45,680.00	26,027.92	119,470.92
t212	Underhill Town	476,449.50	72,654.00	31.17%	96,989.00	39,770.66	209,413.66
t213	Vergennes ID	531,117.00	64,234.00	26.01%	102,621.00	26,562.60	193,417.60
t214	Vernon	368,731.00	51,055.00	4.10%	10,927.00	15,174.00	77,156.00
t215	Vershire	139,094.64	17,829.00	24.80%	19,820.00	26,508.18	64,157.18
t216	Victory	176.81	106.09	4.10%	0.00	0.00	106.09
t217	Waitsfield	256,993.46	35,349.00	4.10%	6,759.00	29,758.31	71,866.31
t218	Walden	99,582.83	21,959.00	31.04%	19,549.00	0.00	41,508.00
t219	Wallingford	358,110.00	62,735.00	27.55%	50,331.00	63,773.10	176,839.10
t220	Waltham	121,529.00	14,294.00	28.35%	25,997.00	5,410.80	45,701.80
t221	Wardsboro	79,707.00	18,325.00	4.10%	1,942.00	1,567.80	21,834.80
t222	Warren	344,126.06	38,380.00	4.10%	9,949.00	33,545.54	81,874.54
t223	Washington	193,306.63	28,042.00	33.01%	44,815.00	9,720.00	82,577.00
t224	Waterbury	742,189.21	108,340.00	9.53%	45,774.00	73,293.42	227,407.42
t225	Waterford	83,089.26	33,374.00	4.10%	1,125.00	0.00	34,499.00
t226	Waterville	118,884.00	18,115.00	38.15%	33,643.00	444.60	52,202.60
t227	Weathersfield	231,878.32	53,120.00	7.53%	10,798.00	0.00	63,918.00
t228	Wells	273,426.00	25,604.00	4.10%	7,797.00	36,358.20	69,759.20
t229	Wells River U021	102,107.13	15,486.00	42.34%	24,127.00	17,382.84	56,995.84
t230	West Fairlee	33,642.84	15,589.00	27.62%	2,116.00	0.00	17,705.00
t231	Westfield	102,269.58	8,900.00	4.10%	2,162.00	31,177.22	42,239.22
t232	Westford	372,408.00	59,575.00	38.25%	90,323.00	33,307.20	183,205.20
t233	West Haven	9,447.00	5,668.00	16.75%	0.00	0.00	5,668.00
t234	Westminster	646,331.48	77,762.00	26.46%	127,106.00	32,642.18	237,510.18
t235	Westmore	11,413.00	6,610.00	4.10%	16.00	0.00	6,626.00
t236	Weston	211,001.00	11,750.00	4.10%	6,540.00	28,578.60	46,868.60
t237	West Rutland	409,830.22	60,635.00	37.90%	105,059.00	28,395.08	194,089.08
t238	West Windsor	121,505.75	20,854.00	4.10%	3,553.00	0.00	24,407.00
t239	Weybridge	121,699.92	17,095.00	4.10%	3,594.00	4,911.75	25,600.75
t240	Wheelock U037	89,001.84	12,687.00	27.44%	17,777.00	2,763.90	33,227.90
t241	Whiting	90,875.55	10,813.00	36.84%	20,762.00	14,844.73	46,419.73
t242	Whitingham	340,553.81	33,451.00	4.10%	7,233.00	97,403.04	138,087.04
t243	Williamstown	568,511.51	84,615.00	37.40%	145,157.00	35,440.09	265,212.09
t244	Williston	1,009,675.00	151,290.00	4.10%	27,708.00	72,959.40	251,957.40
t245	Wilmington	537,834.07	57,278.00	4.10%	13,992.00	90,686.63	161,956.63
t246	Windham	67,726.00	7,083.00	4.10%	2,256.00	760.50	10,099.50
t247	Windsor	590,228.04	85,391.00	38.56%	164,419.00	19,373.63	269,183.63
t248	Winhall	75,854.00	12,299.00	4.10%	2,267.00	0.00	14,566.00
t249	Winooski ID	741,669.27	132,956.00	26.03%	119,535.00	54,799.51	307,290.51
t250	Wolcott	299,084.00	37,492.00	43.72%	95,879.00	15,567.30	148,938.30
t251	Woodbury	312,940.00	21,968.00	17.67%	36,635.00	62,085.60	120,688.60
t252	Woodford	45,025.69	8,874.00	7.57%	2,289.00	0.00	11,163.00
t253	Woodstock	855,039.00	82,528.00	4.10%	24,564.00	106,005.60	213,097.60
t254	Worcester	237,951.00	22,601.00	38.17%	69,167.00	17,154.90	108,922.90
Total		101,661,235.38	14,222,323.44		14,292,667.00	9,510,734.29	38,025,724.73

* Includes funds earned under the "Austine" provision of the appropriation act.

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FY98 SPECIAL EDUCATION COST, CHILD COUNT AND ADM

Code	Town	FY98 K-12 Resident ADM	12/1/97 K-12 Spec. Ed. Child Count	% of Special Ed. Student to Total Students	FY98 Total Special Ed. Formula Eligible Cost	FY98 Special Education Formula Cost per Special Education Student	FY98 Special Ed. Formula Cost per ADM
t001	Addison	259.56	25	9.6%	204,212.00	8,168.48	786.76
t002	Albany	151.13	14	9.3%	59,592.00	4,256.57	394.31
t003	Alburg	298.57	45	15.1%	262,284.95	5,828.55	878.47
t004	Andover	58.11	2	3.4%	53,865.00	26,932.50	926.95
t005	Arlington	472.54	46	9.7%	325,575.83	7,077.74	688.99
t006	Athens	47.43	7	14.8%	69,020.09	9,860.01	1,455.20
t007	Bakersfield	273.12	40	14.6%	207,227.54	5,180.69	758.74
t008	Baltimore	32.00	5	15.6%	42,080.00	8,416.00	1,315.00
t009	Barnard	166.54	22	13.2%	197,650.00	8,984.09	1,186.80
t010	Barnet	357.79	25	7.0%	280,105.94	11,204.24	782.88
t011	Barre City	1,349.69	149	11.0%	1,523,626.61	10,225.68	1,128.87
t012	Barre Town	1,486.70	99	6.7%	1,535,698.29	15,512.10	1,032.96
t013	Barton ID	324.69	35	10.8%	210,867.00	6,024.77	649.44
t014	Belvidere	69.23	10	14.4%	52,204.00	5,220.40	754.07
t015	Bennington ID	2,456.58	430	17.5%	2,613,514.95	6,077.94	1,063.88
t017	Benson	182.71	15	8.2%	97,907.00	6,527.13	535.86
t018	Berkshire	265.94	33	12.4%	324,379.86	9,829.69	1,219.75
t019	Berlin	528.42	67	12.7%	558,199.00	8,331.33	1,056.35
t020	Bethel	366.87	50	13.6%	552,479.48	11,049.59	1,505.93
t021	Bloomfield	53.40	6	11.2%	25,095.64	4,182.61	469.96
t022	Bolton	205.43	25	12.2%	149,670.00	5,986.80	728.57
t023	Bradford ID	550.11	97	17.6%	526,166.82	5,424.40	956.48
t024	Braintree	232.38	18	7.7%	240,777.90	13,376.55	1,036.14
t026	Brandon	787.87	121	15.4%	870,231.16	7,191.99	1,104.54
t027	Brattleboro	1,819.01	217	11.9%	2,410,210.00	11,106.96	1,325.01
t028	Bridgewater	148.00	19	12.8%	198,687.00	10,457.21	1,342.48
t029	Bridport	219.08	32	14.6%	215,913.93	6,747.31	985.55
t030	Brighton	249.00	40	16.1%	222,949.29	5,573.73	895.38
t031	Bristol	847.48	91	10.7%	872,028.51	9,582.73	1,028.97
t032	Brookfield	238.82	21	8.8%	228,258.34	10,869.44	955.78
t033	Brookline	90.00	2	2.2%	108,651.00	54,325.50	1,207.23
t034	Brownington	163.90	16	9.8%	50,292.00	3,143.25	306.85
t035	Brunswick	36.00	2	5.6%	3,894.07	1,947.04	108.17
t036	Burke	280.19	18	6.4%	195,139.70	10,841.09	696.45
t037	Burlington	3,619.20	474	13.1%	2,834,099.89	5,979.11	783.07
t038	Cabot	244.67	29	11.9%	307,450.33	10,601.74	1,256.59
t039	Calais	298.00	37	12.4%	358,310.00	9,684.05	1,202.38
t040	Cambridge	572.89	34	5.9%	653,397.00	19,217.56	1,140.53
t041	Canaan	239.75	14	5.8%	238,673.40	17,048.10	995.51
t042	Castleton	675.93	85	12.6%	539,652.00	6,348.85	798.38
t043	Cavendish	196.92	37	18.8%	259,234.00	7,006.32	1,316.44
t044	Charleston	181.10	32	17.7%	151,099.18	4,721.85	834.34
t045	Charlotte	729.00	47	6.4%	376,720.00	8,015.32	516.76
t046	Chelsea	219.29	34	15.5%	343,025.00	10,088.97	1,564.25
t047	Chester	583.65	88	15.1%	652,778.00	7,417.93	1,118.44
t048	Chittenden	247.92	19	7.7%	211,603.33	11,137.02	853.51
t049	Clarendon	539.45	68	12.6%	383,665.00	5,642.13	711.22
t050	Colchester	2,439.03	217	8.9%	1,680,897.89	7,746.07	689.17
t051	Concord	185.00	14	7.6%	82,841.17	5,917.23	447.79
t052	Corinth	314.58	45	14.3%	272,769.19	6,061.54	867.09
t053	Cornwall	208.36	14	6.7%	181,138.46	12,938.46	869.35
t054	Coventry	195.68	30	15.3%	122,647.90	4,088.26	626.78
t055	Craftsbury	176.28	17	9.6%	193,018.00	11,354.00	1,094.95

FY98 SPECIAL EDUCATION COST, CHILD COUNT AND ADM

Code	Town	FY98 K-12 Resident ADM	12/1/97 K-12 Spec. Ed. Child Count	% of Special Ed. Student to Total Students	FY98 Total Special Ed. Formula Eligible Cost	FY98 Special Education Formula Cost per Special Education Student	FY98 Special Ed. Formula Cost per ADM
t056	Danby	243.30	36	14.8%	239,373.00	6,649.25	983.86
t057	Danville	388.00	20	5.2%	345,253.20	17,262.66	889.83
t058	Derby	936.53	139	14.8%	810,809.71	5,833.16	865.76
t059	Dorset	357.66	32	8.9%	398,883.00	12,465.09	1,115.26
t060	Dover	207.00	16	7.7%	202,804.00	12,675.25	979.73
t061	Dummerston	299.35	23	7.7%	541,484.00	23,542.78	1,808.87
t063	Duxbury	202.70	11	5.4%	203,950.90	18,540.99	1,006.17
t064	East Haven	68.27	8	11.7%	41,128.35	5,141.04	602.44
t065	East Montpelier	438.10	32	7.3%	481,836.00	15,057.38	1,099.83
t066	Eden	267.16	53	19.8%	246,766.00	4,655.96	923.66
t067	Elmore	170.49	3	1.8%	70,575.00	23,525.00	413.95
t068	Enosburg Falls ID	570.95	90	15.8%	505,181.14	5,613.12	884.81
t069	Essex Junction ID	1,663.50	109	6.6%	1,998,417.00	18,334.10	1,201.33
t070	Essex Town	2,093.20	136	6.5%	2,392,488.63	17,591.83	1,142.98
t071	Fairfax	713.20	48	6.7%	580,831.00	12,100.65	814.40
t072	Fairfield	394.39	28	7.1%	275,776.58	9,849.16	699.25
t073	Fair Haven	594.78	76	12.8%	606,230.00	7,976.71	1,019.25
t074	Fairlee	188.00	14	7.4%	51,754.67	3,696.76	275.29
t075	Fayston	176.80	20	11.3%	234,047.51	11,702.38	1,323.80
t076	Ferrisburgh	376.45	51	13.5%	354,859.00	6,958.02	942.65
t077	Fletcher	221.83	28	12.6%	162,079.00	5,788.54	730.65
t078	Franklin	256.49	25	9.7%	196,723.62	7,868.94	766.98
t079	Georgia	961.11	99	10.3%	955,793.00	9,654.47	994.47
t080	Glover	153.80	11	7.2%	68,732.00	6,248.36	446.89
t081	Goshen	46.30	4	8.6%	47,768.60	11,942.15	1,031.72
t082	Grafton	91.06	15	16.5%	113,370.99	7,558.07	1,245.01
t083	Granby	21.00	0	0.0%	353.62		16.84
t084	Grand Isle	366.84	35	9.5%	302,129.39	8,632.27	823.60
t085	Granville	71.00	8	11.3%	84,640.11	10,580.01	1,192.11
t086	Greensboro	136.56	21	15.4%	156,422.00	7,448.67	1,145.45
t087	Groton	159.19	19	11.9%	227,298.54	11,963.08	1,427.84
t088	Guildhall	63.63	7	11.0%	2,174.75	310.68	34.18
t089	Guilford	394.12	42	10.7%	346,785.00	8,256.79	879.90
t090	Halifax	113.00	14	12.4%	127,376.93	9,098.35	1,127.23
t091	Hancock	69.58	9	12.9%	79,267.44	8,807.49	1,139.23
t092	Hardwick	612.50	84	13.7%	701,934.00	8,356.36	1,146.01
t093	Hartford	1,747.53	249	14.2%	1,588,840.34	6,380.88	909.19
t094	Hartland	608.52	52	8.5%	487,175.09	9,368.75	800.59
t095	Highgate	752.47	66	8.8%	729,144.35	11,047.64	969.00
t096	Hinesburg	836.00	113	13.5%	661,268.00	5,851.93	790.99
t097	Holland	125.00	27	21.6%	151,441.73	5,608.95	1,211.53
t098	Hubbardton	129.04	14	10.8%	112,198.00	8,014.14	869.48
t099	Huntington	352.36	44	12.5%	296,845.50	6,746.49	842.45
t100	Hyde Park	463.20	54	11.7%	470,179.00	8,707.02	1,015.07
t101	Ira	88.23	12	13.6%	71,835.00	5,986.25	814.18
t102	Irasburg	224.21	21	9.4%	77,227.00	3,677.48	344.44
t103	Isle La Motte	70.23	8	11.4%	25,029.37	3,128.67	356.39
t104	Jamaica	139.27	13	9.3%	148,417.00	11,416.69	1,065.68
t105	Jay	79.99	9	11.3%	52,589.30	5,843.26	657.45
t106	Jericho	777.51	61	7.8%	613,647.00	10,059.79	789.25
t107	Johnson	439.91	56	12.7%	521,850.00	9,318.75	1,186.27
t108	Kirby	80.36	3	3.7%	9,727.86	3,242.62	121.05
t109	Landgrove	30.00	0	0.0%	9,332.00		311.07

FY98 SPECIAL EDUCATION COST, CHILD COUNT AND ADM

Code	Town	FY98 K-12 Resident ADM	12/1/97 K-12 Spec. Ed. Child Count	% of Special Ed. Student to Total Students	FY98 Total Special Ed. Formula Eligible Cost	FY98 Special Education Formula Cost per Special Education Student	FY98 Special Ed. Formula Cost per ADM
t110	Leicester	181.20	31	17.1%	190,318.43	6,139.30	1,050.32
t111	Lemington	15.00	0	0.0%	3,000.00		200.00
t112	Lincoln	207.96	19	9.1%	174,431.24	9,180.59	838.77
t113	Londonderry	299.98	42	14.0%	362,996.00	8,642.76	1,210.07
t114	Lowell	158.31	18	11.4%	75,384.84	4,188.05	476.18
t115	Ludlow	386.39	39	10.1%	358,685.52	9,197.06	928.30
t116	Lunenburg	248.80	19	7.6%	201,712.62	10,616.45	810.74
t117	Lyndon	1,037.24	102	9.8%	944,060.37	9,255.49	910.17
t118	Maidstone	23.00	3	13.0%	771.02	257.01	33.52
t119	Manchester	731.27	86	11.8%	1,110,639.00	12,914.41	1,518.78
t120	Marlboro	156.69	18	11.5%	168,168.00	9,342.67	1,073.25
t121	Marshfield U033	308.78	33	10.7%	351,198.49	10,642.38	1,137.37
t122	Mendon	185.14	9	4.9%	139,424.19	15,491.58	753.07
t123	Middlebury ID	1,084.48	125	11.5%	1,093,020.39	8,744.16	1,007.88
t124	Middlesex	320.33	30	9.4%	346,982.00	11,566.07	1,083.20
t125	Middletown Springs	135.28	20	14.8%	241,508.00	12,075.40	1,785.25
t126	Milton ID	1,789.36	163	9.1%	1,959,860.91	12,023.69	1,095.29
t127	Monkton	324.63	34	10.5%	252,778.33	7,434.66	778.67
t128	Montgomery	152.38	15	9.8%	104,721.04	6,981.40	687.24
t129	Montpelier	1,194.57	155	13.0%	1,631,644.00	10,526.74	1,365.88
t130	Moretown	309.23	44	14.2%	375,514.75	8,534.43	1,214.35
t131	Morgan	110.83	14	12.6%	71,860.97	5,132.93	648.39
t132	Morristown	884.00	84	9.5%	818,071.00	9,738.94	925.42
t133	Mt. Holly	225.62	33	14.6%	200,460.62	6,074.56	888.49
t134	Mt. Tabor	32.80	2	6.1%	58,176.00	29,088.00	1,773.66
t135	Newark	87.30	10	11.5%	65,123.46	6,512.35	745.97
t136	Newbury	306.91	26	8.5%	271,196.89	10,430.65	883.64
t137	Newfane	268.00	36	13.4%	525,832.00	14,606.44	1,962.06
t138	New Haven	285.39	35	12.3%	262,559.09	7,501.69	920.00
t139	Newport City	705.77	110	15.6%	894,698.30	8,133.62	1,267.69
t140	Newport Town	262.02	34	13.0%	177,351.85	5,216.23	676.86
t141	North Bennington ID	316.53	34	10.7%	230,156.11	6,769.30	727.12
t142	Northfield	841.21	125	14.9%	1,091,353.00	8,730.82	1,297.36
t143	North Hero	117.95	12	10.2%	115,067.86	9,588.99	975.56
t144	Norton	22.00	2	9.1%	8,865.00	4,432.50	402.95
t145	Norwich	802.63	49	6.1%	726,186.17	14,820.13	904.76
t146	Orange	198.50	23	11.6%	130,985.89	5,695.04	659.88
t147	Orleans ID	181.74	12	6.6%	73,017.00	6,084.75	401.77
t148	Orwell	242.90	25	10.3%	146,587.00	5,863.48	603.49
t149	Panton	117.93	9	7.6%	147,512.00	16,390.22	1,250.84
t150	Pawlet	239.25	30	12.5%	409,001.00	13,633.37	1,709.51
t151	Peacham	150.95	16	10.6%	108,648.16	6,790.51	719.76
t152	Peru	72.00	7	9.7%	74,965.00	10,709.29	1,041.18
t153	Pittsfield	55.48	4	7.2%	39,531.98	9,883.00	712.54
t154	Pittsford	541.76	62	11.4%	659,512.67	10,637.30	1,217.35
t155	Plainfield U033	258.62	25	9.7%	294,972.35	11,798.89	1,140.56
t156	Plymouth	63.95	6	9.4%	43,617.87	7,269.65	682.06
t157	Pomfret	173.26	11	6.3%	197,784.00	17,980.36	1,141.54
t158	Poultney	583.44	84	14.4%	630,450.00	7,505.36	1,080.57
t159	Pownal	625.38	78	12.5%	589,930.22	7,563.21	943.31
t160	Proctor	336.87	29	8.6%	300,642.40	10,366.98	892.46
t161	Putney	345.50	41	11.9%	490,313.00	11,958.85	1,419.14
t162	Randolph	826.63	104	12.6%	1,023,936.04	9,845.54	1,238.69

FY98 SPECIAL EDUCATION COST, CHILD COUNT AND ADM

Code	Town	FY98 K-12 Resident ADM	12/1/97 K-12 Spec. Ed. Child Count	% of Special Ed. Student to Total Students	FY98 Total Special Ed. Formula Eligible Cost	FY98 Special Education Formula Cost per Special Education Student	FY98 Special Ed. Formula Cost per ADM
t163	Reading	121.93	16	13.1%	132,141.00	8,258.81	1,083.74
t164	Readsboro	163.00	21	12.9%	159,288.00	7,585.14	977.23
t165	Richford	454.67	81	17.8%	454,690.67	5,613.47	1,000.05
t166	Richmond	802.77	70	8.7%	646,075.50	9,229.65	804.81
t167	Ripton	100.20	9	9.0%	96,267.01	10,696.33	960.75
t168	Rochester	199.00	36	18.1%	218,740.94	6,076.14	1,099.20
t169	Rockingham	1,043.28	197	18.9%	1,500,728.07	7,617.91	1,438.47
t170	Roxbury	121.00	16	13.2%	76,860.00	4,803.75	635.21
t171	Royalton	473.46	55	11.6%	401,179.00	7,294.16	847.33
t172	Rupert	111.43	9	8.1%	132,874.00	14,763.78	1,192.44
t173	Rutland City	2,461.20	261	10.6%	2,940,484.05	11,266.22	1,194.74
t174	Rutland Town	654.69	23	3.5%	165,280.21	7,186.10	252.46
t175	Ryegate U021	231.94	29	12.5%	303,803.07	10,475.97	1,309.83
t176	St. Albans City	1,289.95	193	15.0%	1,488,729.85	7,713.63	1,154.10
t177	St. Albans Town	1,075.03	104	9.7%	789,936.05	7,595.54	734.80
t178	St. George	156.40	17	10.9%	161,702.00	9,511.88	1,033.90
t179	St. Johnsbury	1,306.52	109	8.3%	1,159,960.00	10,641.83	887.82
t180	Salisbury	202.25	31	15.3%	215,009.39	6,935.79	1,063.09
t181	Sandgate	65.00	7	10.8%	65,654.52	9,379.22	1,010.07
t182	Searsburg	15.50	3	19.4%	19,802.58	6,600.86	1,277.59
t183	Shaftsbury	567.84	59	10.4%	534,766.10	9,063.83	941.75
t184	Sharon	253.78	27	10.6%	139,745.00	5,175.74	550.65
t185	Sheffield U037	121.03	19	15.7%	105,591.86	5,557.47	872.44
t186	Shelburne	1,159.09	76	6.6%	702,918.00	9,248.92	606.44
t187	Sheldon	470.75	45	9.6%	342,841.79	7,618.71	728.29
t188	Sherburne	165.00	13	7.9%	144,624.00	11,124.92	876.51
t189	Shoreham	232.88	22	9.4%	236,359.37	10,743.61	1,014.94
t190	Shrewsbury	210.96	22	10.4%	140,608.00	6,391.27	666.51
t191	South Burlington	2,364.01	229	9.7%	2,493,412.00	10,888.26	1,054.74
t192	South Hero	309.34	26	8.4%	164,608.10	6,331.08	532.13
t193	Springfield	1,716.80	228	13.3%	1,893,658.00	8,305.52	1,103.02
t194	Stamford	137.63	9	6.5%	90,215.69	10,023.97	655.49
t195	Stannard	64.53	4	6.2%	28,547.00	7,136.75	442.38
t196	Starksboro	361.26	49	13.6%	395,597.00	8,073.41	1,095.05
t197	Stockbridge	98.76	9	9.1%	108,664.81	12,073.87	1,100.29
t198	Stowe	661.57	58	8.8%	558,797.00	9,634.43	844.65
t199	Strafford	219.15	17	7.8%	165,556.00	9,738.59	755.45
t200	Stratton	28.00	0	0.0%	4,549.00		162.46
t201	Sudbury	82.00	6	7.3%	102,874.65	17,145.78	1,254.57
t202	Sunderland	147.80	19	12.9%	216,903.00	11,415.95	1,467.54
t203	Sutton	207.78	18	8.7%	161,638.95	8,979.94	777.93
t204	Swanton	1,243.15	140	11.3%	1,233,883.51	8,813.45	992.55
t205	Thetford	495.48	55	11.1%	420,055.01	7,637.36	847.77
t206	Tinmouth	109.36	8	7.3%	39,992.00	4,999.00	365.69
t207	Topsham U036	204.32	26	12.7%	160,358.80	6,167.65	784.84
t208	Townshend	170.88	16	9.4%	215,713.00	13,482.06	1,262.37
t209	Troy	262.65	58	22.1%	364,146.01	6,278.38	1,386.43
t210	Tunbridge	236.88	31	13.1%	152,875.00	4,931.45	645.37
t211	Underhill ID	353.07	46	13.0%	311,812.50	6,778.53	883.15
t212	Underhill Town	544.02	47	8.6%	476,449.50	10,137.22	875.79
t213	Vergennes ID	475.20	54	11.4%	531,117.00	9,835.50	1,117.67
t214	Vernon	412.46	47	11.4%	368,731.00	7,845.34	893.98
t215	Vershire	133.20	26	19.5%	139,094.64	5,349.79	1,044.25

FY98 SPECIAL EDUCATION COST, CHILD COUNT AND ADM

Code	Town	FY98 K-12 Resident ADM	12/1/97 K-12 Spec. Ed. Child Count	% of Special Ed. Student to Total Students	FY98 Total Special Ed. Formula Eligible Cost	FY98 Special Education Formula Cost per Special Education Student	FY98 Special Ed. Formula Cost per ADM
t216	Victory	4.00	0	0.0%	176.81		44.20
t217	Waitsfield	267.45	29	10.8%	256,993.46	8,861.84	960.90
t218	Walden	147.79	9	6.1%	99,582.83	11,064.76	673.81
t219	Wallingford	433.49	46	10.6%	358,110.00	7,785.00	826.11
t220	Waltham	104.12	6	5.8%	121,529.00	20,254.83	1,167.20
t221	Wardsboro	126.00	12	9.5%	79,707.00	6,642.25	632.60
t222	Warren	280.60	24	8.6%	344,126.06	14,338.59	1,226.39
t223	Washington	181.33	27	14.9%	193,306.63	7,159.50	1,066.05
t224	Waterbury	859.30	110	12.8%	742,189.21	6,747.17	863.71
t225	Waterford	209.00	8	3.8%	83,089.26	10,386.16	397.56
t226	Waterville	146.15	14	9.6%	118,884.00	8,491.71	813.44
t227	Weathersfield	402.80	47	11.7%	231,878.32	4,933.58	575.67
t228	Wells	199.45	29	14.5%	273,426.00	9,428.48	1,370.90
t229	Wells River U021	72.53	12	16.5%	102,107.13	8,508.93	1,407.79
t230	West Fairlee	107.74	18	16.7%	33,642.84	1,869.05	312.26
t231	Westfield	64.18	13	20.3%	102,269.58	7,866.89	1,593.48
t232	Westford	446.74	37	8.3%	372,408.00	10,065.08	833.61
t233	West Haven	54.48	7	12.8%	9,447.00	1,349.57	173.40
t234	Westminster	596.76	97	16.3%	646,331.48	6,663.21	1,083.07
t235	Westmore	50.59	3	5.9%	11,413.00	3,804.33	225.60
t236	Weston	99.00	12	12.1%	211,001.00	17,583.42	2,131.32
t237	West Rutland	429.19	46	10.7%	409,830.22	8,909.35	954.89
t238	West Windsor	162.46	18	11.1%	121,505.75	6,750.32	747.91
t239	Weybridge	137.90	7	5.1%	121,699.92	17,385.70	882.52
t240	Wheelock U037	120.50	12	10.0%	89,001.84	7,416.82	738.60
t241	Whiting	84.95	17	20.0%	90,875.55	5,345.62	1,069.75
t242	Whitingham	234.00	24	10.3%	340,553.81	14,189.74	1,455.36
t243	Williamstown	550.00	68	12.4%	568,511.51	8,360.46	1,033.66
t244	Williston	1,218.80	100	8.2%	1,009,675.00	10,096.75	828.42
t245	Wilmington	402.44	43	10.7%	537,834.07	12,507.77	1,336.43
t246	Windham	48.00	3	6.3%	67,726.00	22,575.33	1,410.96
t247	Windsor	679.70	63	9.3%	590,228.04	9,368.70	868.37
t248	Winhall	91.00	6	6.6%	75,854.00	12,642.33	833.56
t249	Winooski ID	809.48	100	12.4%	741,669.27	7,416.69	916.23
t250	Wolcott	280.84	39	13.9%	299,084.00	7,668.82	1,064.96
t251	Woodbury	146.15	27	18.5%	312,940.00	11,590.37	2,141.22
t252	Woodford	71.30	2	2.8%	45,025.69	22,512.85	631.50
t253	Woodstock	566.19	67	11.8%	855,039.00	12,761.78	1,510.16
t254	Worcester	168.04	25	14.9%	237,951.00	9,518.04	1,416.04
Total		103,824.09	11,547	11.1%	101,661,235.38	8,804.13	979.17
Maximum				22.1%		54,325.50	2,141.22
Minimum				0.0%		0.00	16.84

Special Education Eligible Formula Costs Reported for FY93 to FY98

Town Code	Town Name	FY98 ADM K-12 Resident Count	FY98 Costs Eligible for Reimbursement	FY97 Costs Eligible for Reimbursement	FY96 Costs Eligible for Reimbursement	FY95 Costs Eligible for Reimbursement	FY94 Costs Eligible for Reimbursement	FY93 Costs Eligible for Reimbursement	% Change FY97 to FY98	% Change FY96 to FY97	% Change FY95 to FY96	% Change FY94 to FY95	% Change FY93 to FY94
t001	Addison	259.56	204,212.00	171,824.00	147,208.00	146,832.00	195,221.00	150,909.00	18.8%	16.7%	0.3%	-24.8%	29.4%
t002	Albany	151.13	59,592.00	48,568.00	41,287.00	39,592.00	39,080.00	53,268.00	22.7%	17.6%	4.3%	1.3%	-26.6%
t003	Alburt	298.57	262,284.95	255,887.88	279,592.46	331,906.05	359,559.38	261,024.69	2.5%	-8.5%	-15.8%	-7.7%	37.7%
t004	Andover	58.11	53,865.00	39,316.00	31,123.00	28,958.00	25,757.00	26,853.00	37.0%	26.3%	7.5%	12.4%	-4.1%
t005	Arlington	472.54	325,575.83	277,338.88	274,050.00	259,536.00	204,416.00	192,936.00	17.4%	1.2%	5.6%	27.0%	6.0%
t006	Athens	47.43	69,020.09	41,178.65	80,370.54	71,721.78	74,580.78	64,159.79	67.6%	-48.8%	12.1%	-3.8%	16.2%
t007	Bakersfield	273.12	207,227.54	201,623.32	212,417.39	168,306.64	207,223.68	162,231.79	2.8%	-5.1%	26.2%	-18.8%	27.7%
t008	Baltimore	32.00	42,080.00	42,600.00	70,066.00	65,294.00	49,267.00	27,595.00	-1.2%	-39.2%	7.3%	32.5%	78.5%
t009	Barnard	166.54	197,650.00	186,043.00	182,072.22	155,692.83	137,738.00	125,845.00	6.2%	2.2%	16.9%	13.0%	9.5%
t010	Barnet	357.79	280,105.94	276,992.97	214,843.00	182,908.00	192,028.00	189,922.00	1.1%	28.9%	17.5%	-4.7%	1.1%
t011	Barre City	1,349.69	1,523,626.61	1,423,642.73	1,285,881.08	1,109,654.05	1,230,559.34	1,078,405.86	7.0%	10.7%	15.9%	-9.8%	14.1%
t012	Barre Town	1,486.70	1,535,698.29	1,313,244.09	1,220,927.06	1,008,543.76	914,292.11	806,205.10	16.9%	7.6%	21.1%	10.3%	13.4%
t013	Barton ID	324.69	210,867.00	218,937.00	194,583.00	216,028.00	206,680.00	194,893.00	-3.7%	12.5%	-9.9%	4.5%	6.0%
t014	Belvidere	69.23	52,204.00	49,280.00	45,818.00	34,869.76	29,722.80	32,039.31	5.9%	7.6%	31.4%	17.3%	-7.2%
t015	Bennington ID	2,456.58	2,613,514.95	2,704,022.00	2,283,803.00	2,230,759.00	2,122,461.19	1,967,528.84	-3.3%	18.4%	2.4%	5.1%	7.9%
t017	Benson	182.71	97,907.00	119,135.00	104,562.00	105,807.31	93,369.99	117,827.55	-17.8%	13.9%	-1.2%	13.3%	-20.8%
t018	Berkshire	265.94	324,379.86	315,583.09	305,878.59	292,202.54	267,882.37	287,248.95	2.8%	3.2%	4.7%	9.1%	-6.7%
t019	Berlin	528.42	558,199.00	483,200.00	447,878.00	507,774.00	551,369.00	364,838.00	15.5%	7.9%	-11.8%	-7.9%	51.1%
t020	Bethel	366.87	552,479.48	549,817.77	484,695.12	537,733.75	450,362.70	386,009.57	0.5%	13.4%	-9.9%	19.4%	16.7%
t021	Bloomfield	53.40	25,095.64	35,101.38	28,945.90	29,726.30	31,136.05	22,847.90	-28.5%	21.3%	-2.6%	-4.5%	36.3%
t022	Bolton	205.43	149,670.00	130,310.53	99,713.53	92,531.66	87,373.00	50,349.82	14.9%	30.7%	7.8%	5.9%	73.5%
t023	Bradford ID	550.11	526,166.82	412,242.00	338,366.00	349,377.00	436,786.00	335,742.00	27.6%	21.8%	-3.2%	-20.0%	30.1%
t024	Braintree	232.38	240,777.90	192,142.32	251,647.75	227,907.44	185,927.19	191,314.45	25.3%	-23.6%	10.4%	22.6%	-2.8%
t026	Brandon	787.87	870,231.16	807,938.04	746,184.14	814,695.71	740,274.12	641,941.24	7.7%	8.3%	-8.4%	10.1%	15.3%
t027	Brattleboro	1,819.01	2,410,210.00	2,322,786.00	2,103,266.62	1,828,759.22	1,847,768.49	1,723,428.84	3.8%	10.4%	15.0%	-1.0%	7.2%
t028	Bridgewater	148.00	198,687.00	176,459.00	157,414.53	152,412.50	126,110.00	125,515.00	12.6%	12.1%	3.3%	20.9%	0.5%
t029	Bridport	219.08	215,913.93	192,053.88	182,159.15	198,091.58	190,467.05	193,381.97	12.4%	5.4%	-8.0%	4.0%	-1.5%
t030	Brighton	249.00	222,949.29	242,469.79	225,372.07	262,233.00	223,987.97	210,012.80	-8.1%	7.6%	-14.1%	17.1%	6.7%
t031	Bristol	847.48	872,028.51	735,144.14	698,885.37	733,704.92	580,624.01	514,450.18	18.6%	5.2%	-4.7%	26.4%	12.9%
t032	Brookfield	238.82	228,258.34	186,778.26	232,357.01	192,245.35	156,508.91	134,511.57	22.2%	-19.6%	20.9%	22.8%	16.4%
t033	Brookline	90.00	108,651.00	78,120.00	71,210.00	77,132.00	65,636.00	36,792.00	39.1%	9.7%	-7.7%	17.5%	78.4%
t034	Brownington	163.90	50,292.00	59,730.00	48,580.00	41,796.00	47,354.00	37,559.00	-15.8%	23.0%	16.2%	-11.7%	26.1%
t035	Brunswick	36.00	3,894.07	3,220.79	2,000.00	2,000.00	2,000.00	2,000.00	20.9%	61.0%	0.0%	0.0%	0.0%
t036	Burke	280.19	195,139.70	175,889.40	186,154.47	151,599.20	136,835.17	131,763.51	10.9%	-5.5%	-22.8%	10.8%	3.8%
t037	Burlington	3,619.20	2,834,099.89	2,890,475.53	2,647,243.38	2,514,404.26	2,303,107.86	2,226,441.15	-2.0%	9.2%	5.3%	9.2%	3.4%
t038	Cabot	244.67	307,450.33	172,950.55	152,477.87	163,954.90	130,353.59	125,267.36	77.8%	13.4%	-7.0%	25.8%	4.1%
t039	Calais	298.00	358,310.00	368,256.00	334,214.00	382,800.00	351,097.00	282,540.00	-2.7%	10.2%	-12.7%	9.0%	24.3%
t040	Cambridge	572.89	653,397.00	643,957.00	563,442.00	519,982.53	431,291.05	387,943.47	1.5%	14.3%	8.4%	20.6%	11.2%
t041	Canaan	239.75	238,673.40	195,936.48	179,642.56	182,179.35	187,867.09	133,745.43	21.8%	9.1%	-1.4%	-3.0%	40.5%
t042	Castleton	675.93	539,652.00	508,260.00	574,140.00	480,146.00	420,603.50	389,182.40	6.2%	-11.5%	19.6%	14.2%	8.1%
t043	Cavendish	196.92	259,234.00	150,793.00	177,784.00	220,076.00	225,955.00	219,253.00	71.9%	-15.2%	-19.2%	-2.6%	3.1%
t044	Charleston	181.10	151,099.18	125,060.86	128,378.77	110,116.47	118,245.53	85,327.44	20.8%	-2.6%	16.6%	-6.9%	38.6%
t045	Charlotte	729.00	376,720.00	477,729.00	464,629.00	420,925.00	367,397.00	329,713.00	-21.1%	2.8%	10.4%	14.6%	11.4%
t046	Chelsea	219.29	343,025.00	391,098.00	310,443.00	302,899.00	278,372.00	203,921.00	-12.3%	26.0%	2.5%	8.8%	36.5%
t047	Chester	583.65	652,778.00	642,481.00	610,982.00	540,715.00	440,020.00	442,225.00	1.6%	5.2%	13.0%	22.9%	-0.5%

Special Education Eligible Formula Costs Reported for FY93 to FY98

Town Code	Town Name	FY98 ADM K-12 Resident Student Count	FY98 Costs Eligible for Funding Formula Reimbursement	FY97 Costs Eligible for Funding Formula Reimbursement	FY96 Costs Eligible for Funding Formula Reimbursement	FY95 Costs Eligible for Funding Formula Reimbursement	FY94 Costs Eligible for Funding Formula Reimbursement	FY93 Costs Eligible for Funding Formula Reimbursement	% Change FY97 to FY98	% Change FY96 to FY97	% Change FY95 to FY96	% Change FY94 to FY95	% Change FY93 to FY94
t048	Chittenden	247.92	211,603.33	199,336.08	183,773.59	198,844.55	190,165.66	157,846.17	6.2%	8.5%	-7.6%	4.6%	20.5%
t049	Clarendon	539.45	383,665.00	365,003.00	356,288.00	350,679.00	317,482.00	194,517.00	5.1%	2.4%	1.6%	10.5%	63.2%
t050	Colchester	2,439.03	1,680,897.89	1,464,245.73	1,520,676.62	1,499,529.61	1,222,275.43	1,055,257.59	14.8%	-3.7%	1.4%	22.7%	15.8%
t051	Concord	185.00	82,841.17	87,734.87	110,495.13	98,272.74	97,638.57	113,764.52	-5.6%	-20.6%	12.4%	0.6%	-14.2%
t052	Coninth*	314.58	272,769.19	319,379.00	238,553.00	162,763.00	60,358.00	123,521.00	-14.6%	33.9%	46.6%	1.5%	29.8%
t053	Corwall	208.36	181,138.46	177,134.66	218,813.28	190,312.66	191,155.51	143,435.13	2.3%	-19.0%	15.0%	-0.4%	33.3%
t054	Coventry	195.68	122,647.90	126,748.78	140,168.19	94,190.65	95,122.67	83,457.88	-3.2%	-9.6%	48.8%	-1.0%	14.0%
t055	Craftsbury	176.28	193,018.00	182,993.00	172,302.00	161,762.00	141,595.00	130,531.00	5.5%	6.2%	6.5%	14.2%	8.5%
t056	Danby	243.30	239,373.00	224,093.00	213,904.00	156,199.00	193,938.00	183,091.00	6.8%	4.8%	36.9%	-19.5%	5.9%
t057	Danville	388.00	345,253.20	266,975.19	206,104.00	260,550.00	284,083.00	239,863.00	29.3%	29.5%	-20.9%	-8.3%	18.4%
t058	Derby	936.53	810,809.71	849,578.62	695,385.71	601,724.53	536,686.29	476,121.39	-4.6%	22.2%	15.6%	12.1%	12.7%
t059	Dorset	357.66	398,883.00	401,801.00	303,193.00	242,487.00	232,771.00	246,872.00	-0.7%	32.5%	25.0%	4.2%	-5.7%
t060	Dover	207.00	202,804.00	161,579.00	181,558.00	148,503.00	130,216.00	80,543.00	25.5%	-11.0%	22.3%	14.0%	61.7%
t061	Dummerston	299.35	541,484.00	492,381.00	459,366.42	467,468.57	445,044.56	310,367.78	10.0%	7.2%	-1.7%	5.0%	43.4%
t063	Duxbury	202.70	203,950.90	228,989.00	244,486.00	194,297.00	169,107.00	186,844.00	-10.9%	-6.3%	25.8%	14.9%	-9.5%
t064	East Haven	68.27	41,128.35	41,551.98	40,416.67	29,745.64	15,206.46	10,587.24	-1.0%	2.8%	35.9%	95.6%	43.6%
t065	East Montpelier	438.10	481,836.00	453,229.00	390,030.00	455,945.00	457,706.00	322,618.00	6.3%	16.2%	-14.5%	-0.4%	41.9%
t066	Eden	267.16	246,766.00	264,517.00	229,368.00	194,132.06	162,961.59	134,525.41	-6.7%	15.3%	18.2%	19.1%	21.1%
t067	Elmore	170.49	70,575.00	85,568.00	85,970.00	80,505.00	76,596.00	52,384.00	-17.5%	-0.5%	6.8%	5.1%	46.2%
t068	Enosburg Falls ID	570.95	505,181.14	502,355.09	451,034.67	401,538.22	434,786.91	448,885.42	0.6%	11.4%	12.3%	-7.6%	-3.1%
t069	Essex Junction ID	1,663.50	1,998,417.00	1,895,249.00	1,834,659.00	1,839,274.00	1,746,922.00	1,643,801.36	5.4%	3.3%	-0.3%	5.3%	6.3%
t070	Essex Town	2,093.20	2,392,488.63	2,212,236.74	2,246,549.12	1,792,119.85	1,621,042.38	1,601,374.57	8.1%	-1.5%	25.4%	10.6%	1.2%
t071	Fairfax	713.20	580,831.00	474,393.98	423,858.79	335,285.77	287,886.61	274,940.99	22.4%	11.9%	26.4%	16.5%	4.7%
t072	Fairfield	394.39	275,776.58	265,685.91	342,171.89	371,900.93	365,241.00	343,339.00	3.8%	-22.4%	-8.0%	1.8%	6.4%
t073	Fair Haven	594.78	606,230.00	543,404.00	589,061.00	530,820.00	504,981.26	439,440.83	11.6%	-7.8%	11.0%	5.1%	14.9%
t074	Fairlee	188.00	51,754.67	41,023.00	37,497.00	49,452.00	71,686.00	95,553.00	26.2%	9.4%	-24.2%	-31.0%	-25.0%
t075	Fayston	176.80	234,047.51	191,220.00	201,279.00	182,271.00	122,006.00	104,874.00	22.4%	-5.0%	10.4%	49.4%	16.3%
t076	Ferrisburgh	376.45	354,859.00	325,903.00	324,328.00	325,837.00	387,580.00	299,516.00	8.9%	0.5%	-0.5%	-15.9%	29.4%
t077	Fletcher	221.83	162,079.00	141,979.00	89,506.00	74,695.25	66,392.13	60,066.61	14.2%	58.6%	5.6%	-25.9%	10.5%
t078	Franklin	256.49	196,723.62	148,152.05	142,087.50	134,521.48	181,513.71	162,781.65	32.8%	4.3%	16.9%	5.4%	1.5%
t079	Georgia	961.11	955,793.00	725,676.00	620,636.54	424,007.00	402,286.02	396,339.67	31.7%	16.9%	46.4%	5.4%	1.5%
t080	Glover	153.80	68,732.00	64,355.00	50,694.00	32,326.00	32,941.00	40,321.00	6.8%	26.9%	56.8%	-1.9%	-18.3%
t081	Goshen	46.30	47,768.60	48,173.03	40,794.57	42,414.58	37,918.80	32,675.16	-0.8%	18.1%	-3.8%	11.9%	16.0%
t082	Grafton	91.06	113,370.99	64,479.16	51,487.86	46,494.24	55,099.70	34,403.67	75.8%	25.2%	10.7%	-15.6%	60.2%
t083	Granby	21.00	353.62	412.71	573.82	541.30	999.78	42,441.88	-14.3%	-28.1%	6.0%	-45.9%	-97.6%
t084	Grand Isle	366.84	302,129.39	282,759.46	318,128.02	250,667.82	213,860.39	170,773.03	6.9%	-11.1%	26.9%	17.2%	25.2%
t085	Granville	71.00	84,640.11	87,385.35	82,284.47	65,439.44	51,966.08	57,035.58	-3.1%	6.2%	25.7%	25.9%	-8.9%
t086	Greensboro	136.56	156,422.00	114,812.00	103,889.00	92,652.00	96,668.00	86,856.15	36.2%	10.5%	12.1%	-4.2%	11.3%
t087	Groton*	159.19	227,298.54	214,720.83	205,931.60	125,207.65	129,012.07	96,981.80	5.9%	4.3%	64.5%	-2.9%	33.0%
t088	Guildhall	63.63	2,174.75	8,982.69	20,334.31	17,519.55	25,487.86	22,580.97	-75.8%	-55.8%	16.1%	-31.3%	12.9%
t089	Guilford	394.12	346,785.00	335,068.00	302,157.54	252,817.84	204,958.72	215,588.88	3.5%	10.9%	19.5%	23.4%	-4.9%
t090	Halifax	113.00	127,376.93	82,007.11	71,081.97	97,280.45	104,375.80	112,674.41	55.3%	15.4%	-26.9%	-6.8%	-7.4%
t091	Hancock	69.58	79,267.44	62,171.51	35,132.03	30,623.43	23,165.18	27,886.60	27.5%	77.0%	14.7%	32.2%	-16.9%
t092	Hardwick	612.50	701,934.00	677,876.62	615,876.64	617,384.00	532,755.44	439,373.37	3.5%	10.1%	-0.2%	15.9%	21.3%
t093	Hartford	1,747.53	1,588,840.34	1,514,922.10	1,398,562.64	1,392,056.46	1,010,551.70	1,036,793.00	4.9%	8.3%	0.5%	37.8%	-2.5%

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t094	Hartland	608.52	487,175.09	515,527.00	397,140.00	393,858.00	386,621.00	282,943.00	-5.5%	29.8%	0.8%	1.9%	36.6%
t095	Higgate	752.47	729,144.35	615,911.76	636,068.82	627,390.86	555,034.96	440,249.13	18.4%	-3.2%	1.4%	13.0%	26.1%
t096	Hinesburg	836.00	661,268.00	657,141.00	570,435.00	546,037.00	386,832.00	391,654.00	0.6%	15.2%	4.5%	41.2%	-1.2%
t097	Holland	125.00	151,441.73	82,956.48	79,206.71	96,448.70	52,068.63	51,584.81	82.6%	4.7%	-17.9%	85.2%	0.9%
t098	Hubbardton	129.04	112,198.00	184,392.00	175,628.00	67,784.00	54,823.45	47,468.46	-39.2%	5.0%	159.1%	23.6%	15.5%
t099	Huntington	352.36	296,845.50	238,449.22	210,222.82	183,558.94	174,746.00	165,254.23	14.9%	22.9%	14.5%	5.0%	5.7%
t100	Hyde Park	463.20	470,179.00	475,840.00	487,591.00	488,873.72	398,199.09	369,763.40	-1.2%	-2.4%	-0.3%	22.8%	7.7%
t101	Ira	88.23	71,835.00	45,618.00	38,344.00	31,301.00	29,124.00	25,640.00	57.5%	19.0%	22.5%	7.5%	13.6%
t102	Irasburg	224.21	77,227.00	70,666.00	62,825.00	65,227.00	65,163.00	46,257.00	9.3%	12.5%	-3.7%	0.1%	40.9%
t103	Isle La Motte	70.23	25,029.37	22,787.21	16,788.98	21,755.74	16,674.72	11,006.69	9.8%	35.7%	-22.8%	30.5%	51.5%
t104	Jamaica	139.27	148,417.00	163,277.00	154,498.00	117,832.00	90,041.00	64,995.00	-9.1%	5.7%	31.1%	30.9%	38.5%
t105	Jay	79.99	52,589.30	78,113.86	102,551.81	103,979.45	76,110.68	64,103.56	-32.7%	-23.8%	-1.4%	36.6%	18.7%
t106	Jericho	777.51	613,647.00	534,273.18	547,835.56	432,540.18	409,083.47	471,514.62	14.9%	17.4%	6.4%	2.1%	10.7%
t107	Johnson	439.91	521,850.00	521,285.00	443,909.00	417,354.82	408,643.21	368,995.60	0.1%	17.4%	-51.8%	-20.5%	18.4%
t108	Kirby	80.36	9,727.86	17,970.72	8,326.10	17,260.94	21,711.30	18,332.56	-45.9%	115.8%	47.1%	5.6%	2.9%
t109	Landgrove	30.00	9,332.00	14,961.00	12,910.00	8,776.00	8,308.00	8,075.00	-37.6%	15.9%	17.0%	18.1%	0.7%
t110	Leicester	181.20	190,318.43	185,066.89	158,227.48	169,448.31	143,481.70	142,430.19	2.8%	17.0%	-6.6%	0.0%	0.0%
t111	Lemington	15.00	3,000.00	3,000.00	2,000.00	2,000.00	2,000.00	2,000.00	0.0%	50.0%	0.0%	0.0%	4.2%
t112	Lincoln	207.96	174,431.24	156,589.02	127,305.79	112,088.96	104,352.03	100,106.80	11.4%	23.0%	13.6%	7.4%	4.2%
t113	Londonderry	299.98	362,996.00	432,229.00	263,498.00	243,646.00	184,501.00	141,289.00	-16.0%	64.0%	8.1%	32.1%	30.6%
t114	Lowell	158.31	75,384.84	84,093.36	81,000.13	54,496.78	50,858.67	48,230.64	-10.4%	3.8%	48.6%	7.2%	5.4%
t115	Ludlow	386.39	358,685.52	323,028.16	359,152.20	328,624.01	297,968.16	290,817.83	11.0%	-10.1%	9.3%	10.3%	2.5%
t116	Lunenburg	248.80	201,712.62	114,881.80	143,724.71	85,325.03	80,522.48	95,712.81	75.6%	-20.1%	68.4%	6.0%	-15.9%
t117	Lyndon	1,037.24	944,060.37	879,668.49	832,290.15	725,168.20	668,346.34	549,166.93	7.3%	5.7%	14.8%	8.5%	21.7%
t118	Maidstone	23.00	771.02	1,914.95	2,411.85	1,444.47	407.37	4,185.98	-59.7%	-20.6%	67.0%	254.6%	-90.3%
t119	Manchester	731.27	1,110,639.00	946,253.00	621,155.00	568,668.00	527,356.00	505,157.00	17.4%	52.3%	9.2%	7.8%	4.4%
t120	Marlboro	156.69	168,168.00	151,906.00	187,836.00	201,966.00	131,746.00	134,168.00	10.7%	-19.1%	-7.0%	53.3%	-1.8%
t121	Marshfield*	308.78	351,198.49	299,089.32	271,688.52	234,198.99	210,631.01	170,737.39	17.4%	10.1%	16.0%	11.2%	23.4%
t122	Mendon	185.14	139,424.19	126,482.04	122,849.79	123,254.23	118,901.17	109,922.59	10.2%	3.0%	-0.3%	3.7%	8.2%
t123	Middlebury ID	1,084.48	1,093,020.39	1,050,788.87	1,005,256.06	1,056,230.17	1,038,552.53	970,305.23	4.0%	4.5%	-4.8%	1.7%	7.0%
t124	Middlesex	320.33	346,982.00	325,171.00	298,092.00	305,724.00	281,979.00	213,514.00	6.7%	9.1%	-2.5%	8.4%	32.1%
t125	Middletown Spring	135.28	241,508.00	242,991.00	221,906.00	198,490.00	164,131.00	172,428.00	-0.6%	9.5%	11.8%	20.9%	-4.8%
t126	Milton ID	1,789.36	1,959,860.91	1,837,988.07	1,635,071.32	1,561,574.97	1,725,627.40	1,426,215.55	6.6%	12.4%	4.7%	-9.5%	21.0%
t127	Monkton	324.63	252,778.33	245,566.67	241,583.11	230,859.65	228,607.08	231,334.12	2.9%	1.6%	4.6%	1.0%	-1.2%
t128	Montgomery	152.38	104,721.04	93,348.17	100,087.34	73,438.22	75,278.86	79,869.30	12.2%	-6.7%	36.3%	-2.4%	-5.7%
t129	Montpelier	1,194.57	1,631,644.00	1,462,707.00	1,326,317.00	1,353,951.00	1,113,688.00	1,150,454.00	11.5%	10.3%	-2.0%	21.6%	-3.2%
t130	Moretown	309.23	375,514.75	304,298.00	262,606.00	248,674.00	220,240.00	166,954.00	23.4%	15.9%	5.6%	12.9%	31.9%
t131	Morgan	110.83	71,860.97	59,088.44	57,726.22	43,127.33	72,682.68	60,444.33	21.6%	2.4%	33.9%	-40.7%	20.2%
t132	Morristown	884.00	818,071.00	817,493.00	860,245.00	710,192.00	793,684.00	904,008.00	0.1%	-5.0%	21.1%	-10.5%	-12.2%
t133	Mt. Holly	225.62	200,460.62	150,946.00	191,937.35	187,095.93	199,179.60	224,772.27	32.8%	-21.4%	2.6%	-6.1%	-11.4%
t134	Mt. Tabor	32.80	58,176.00	30,430.00	34,787.00	22,908.00	11,439.00	10,758.00	91.2%	-12.5%	51.9%	100.3%	6.3%
t135	Newark	87.30	65,123.46	50,518.19	50,551.85	60,448.32	42,959.27	31,337.22	28.9%	-0.1%	-16.4%	40.7%	37.1%
t136	Newbury	306.91	271,196.89	233,224.00	232,320.00	191,528.00	210,856.00	192,634.00	7.1%	9.0%	21.3%	-9.2%	9.5%
t137	Newfane	268.00	525,832.00	451,494.00	368,305.00	279,042.00	236,806.00	208,547.00	16.5%	22.6%	32.0%	17.8%	13.6%
t138	New Haven	285.39	262,559.09	225,169.41	209,823.59	211,019.29	174,499.57	163,453.18	16.6%	7.3%	-0.6%	20.9%	6.8%

Special Education Eligible Formula Costs Reported for FY93 to FY98

Town Code	Town Name	FY98 ADM K-12 Resident Student Count	FY98 Costs Eligible for Funding Formula Reimbursement	FY97 Costs Eligible for Funding Formula Reimbursement	FY96 Costs Eligible for Funding Formula Reimbursement	FY95 Costs Eligible for Funding Formula Reimbursement	FY94 Costs Eligible for Funding Formula Reimbursement	FY93 Costs Eligible for Funding Formula Reimbursement	% Change FY97 to FY98	% Change FY96 to FY97	% Change FY95 to FY96	% Change FY94 to FY95	% Change FY93 to FY94
tl39	Newport City	705.77	894,698.30	753,589.82	576,692.93	541,370.76	479,810.04	375,438.67	18.7%	30.7%	6.5%	12.8%	27.8%
tl40	Newport Town	262.02	177,351.85	254,080.65	353,922.16	339,250.66	293,716.34	347,273.80	-30.2%	-28.2%	4.3%	15.5%	-15.4%
tl41	North Bennington I	316.53	230,156.11	241,812.00	220,752.00	235,710.00	215,128.23	224,834.00	-4.8%	9.5%	-6.3%	9.6%	-4.3%
tl42	Northfield	841.21	1,091,353.00	872,944.00	788,094.00	831,211.24	778,771.66	712,295.27	25.0%	10.8%	-5.2%	6.7%	9.3%
tl43	North Hero	117.95	115,067.86	108,271.63	75,512.14	60,223.91	36,214.85	29,474.17	6.3%	43.4%	25.4%	66.3%	22.9%
tl44	Norton	22.00	8,865.00	9,644.00	12,975.00	8,130.00	8,020.00	10,963.00	-8.1%	-25.7%	59.6%	1.4%	-26.8%
tl45	Norwich	802.63	726,186.17	655,433.21	612,708.99	547,163.73	493,247.30	463,128.66	10.8%	7.0%	12.0%	10.9%	6.5%
tl46	Orange	198.50	130,985.89	107,755.94	97,822.00	78,176.00	83,038.00	72,050.00	21.6%	10.2%	25.1%	-5.9%	15.3%
tl47	Orleans ID	181.74	73,017.00	73,017.00	56,135.00	59,575.00	54,515.00	47,985.00	0.0%	30.1%	-5.8%	9.3%	13.6%
tl48	Orwell	242.90	146,587.00	172,931.00	157,646.00	161,147.00	139,317.74	116,915.30	-15.2%	9.7%	-2.2%	15.7%	19.2%
tl49	Panton	117.93	147,512.00	124,508.00	117,360.00	83,858.00	57,090.00	43,305.00	18.5%	6.1%	40.0%	46.9%	31.8%
tl50	Pawlet	239.25	409,001.00	372,331.00	358,923.00	363,196.00	255,356.00	166,166.00	9.8%	3.7%	-1.2%	42.2%	53.7%
tl51	Peacham	150.95	108,648.16	98,149.74	93,811.00	73,220.00	73,876.00	68,069.00	10.7%	46.3%	28.1%	-0.9%	8.5%
tl52	Peru	72.00	74,965.00	43,831.00	29,965.00	19,203.00	22,832.00	19,972.00	71.0%	46.3%	56.0%	-15.9%	14.3%
tl53	Pittsfield	55.48	39,531.98	52,005.14	11,822.15	15,296.49	24,537.43	26,069.77	-24.0%	339.9%	-22.7%	-37.7%	-5.9%
tl54	Pittsford	541.76	659,512.67	632,207.23	567,361.35	567,767.32	516,381.69	446,392.97	4.3%	11.4%	-0.1%	10.0%	15.7%
tl55	Plainfield*	258.62	294,972.35	253,110.53	240,466.98	238,476.35	214,024.08	173,644.10	16.5%	5.3%	0.8%	11.4%	23.3%
tl56	Plymouth	63.95	43,617.87	50,942.39	52,246.47	44,669.80	21,960.88	28,151.06	-14.4%	-2.5%	17.0%	103.4%	-22.0%
tl57	Pomfret	173.26	197,784.00	199,372.00	191,405.24	155,145.67	136,608.00	135,492.00	-0.8%	4.2%	23.4%	13.6%	0.8%
tl58	Poultney	583.44	630,450.00	527,612.00	535,226.00	489,908.00	445,151.00	374,192.00	19.5%	-1.4%	9.3%	10.1%	19.0%
tl59	Pownal	625.38	589,930.22	533,826.00	532,372.00	516,329.29	444,217.73	409,561.58	10.5%	0.3%	3.1%	16.2%	8.5%
tl60	Proctor	336.87	300,642.40	232,006.42	183,592.28	201,710.36	152,524.00	146,275.00	29.6%	26.4%	-9.0%	32.2%	4.3%
tl61	Putney	345.50	490,313.00	435,931.00	392,523.23	473,346.96	471,974.10	394,392.64	12.5%	11.1%	-17.1%	0.3%	19.7%
tl62	Randolph	826.63	1,023,936.04	1,033,595.77	983,910.85	975,227.32	1,058,361.97	833,173.97	-0.9%	5.0%	0.9%	-7.9%	27.0%
tl63	Reading	121.93	132,141.00	115,816.00	117,178.78	103,688.90	104,301.00	90,244.00	14.1%	-1.2%	13.0%	-0.6%	15.6%
tl64	Readsboro	163.00	159,288.00	95,545.30	78,869.72	62,459.20	53,286.68	51,364.49	66.7%	21.1%	26.3%	17.2%	3.7%
tl65	Richford	454.67	454,690.67	453,837.14	487,899.58	573,196.49	412,329.38	394,278.29	0.2%	-7.0%	-14.9%	39.0%	4.6%
tl66	Richmond	802.77	646,075.50	562,507.11	544,891.26	400,087.41	402,539.91	357,371.07	14.9%	3.2%	36.2%	-0.6%	12.6%
tl67	Ripton	100.20	96,267.01	73,834.26	69,153.07	49,433.99	46,799.27	52,693.52	30.4%	6.8%	39.9%	5.6%	-11.2%
tl68	Rochester	199.00	218,740.94	221,699.79	186,766.16	161,771.78	115,799.66	127,251.41	-1.3%	18.7%	15.5%	39.7%	-9.0%
tl69	Rockingham	1,043.28	1,500,728.07	1,460,413.85	1,334,477.72	1,151,133.10	1,003,304.59	978,256.22	2.8%	9.4%	15.9%	14.7%	2.6%
tl70	Roxbury	121.00	76,860.00	65,639.00	73,969.00	113,216.92	112,549.75	127,316.08	17.1%	-11.3%	-34.7%	0.6%	-11.6%
tl71	Royalton	473.46	401,179.00	455,942.00	402,252.00	426,546.00	368,376.00	317,869.00	-12.0%	13.3%	-5.7%	15.8%	15.9%
tl72	Rupert	111.43	132,874.00	141,095.00	142,473.00	109,167.00	97,126.00	59,323.00	-5.8%	-1.0%	30.5%	12.4%	63.7%
tl73	Rutland City	2,461.20	2,940,484.05	3,004,535.05	2,804,369.75	2,599,245.26	2,325,060.75	1,766,543.31	-2.1%	7.1%	7.9%	11.8%	31.6%
tl74	Rutland Town	654.69	165,280.21	140,276.31	211,249.93	201,517.36	194,924.21	232,074.00	17.8%	-33.6%	4.8%	-14.1%	1.1%
tl75	Ryegate*	231.94	303,803.07	288,737.20	293,235.45	181,972.92	194,924.21	135,843.32	5.2%	-1.5%	61.1%	-6.6%	43.5%
tl76	St. Albans City	1,289.95	1,488,729.85	1,408,215.44	1,200,948.78	1,134,405.08	1,070,716.24	1,077,988.00	5.7%	17.3%	5.9%	-0.7%	-0.7%
tl77	St. Albans Town	1,075.03	789,936.05	732,695.07	637,596.53	517,414.41	525,478.51	459,901.00	7.8%	14.9%	23.2%	-1.5%	14.3%
tl78	St. George	156.40	161,702.00	67,951.00	14,084.00	0.00	0.00	0.00	138.0%	382.5%	0.0%	0.0%	0.0%
tl79	St. Johnsbury	1,306.52	1,159,960.00	849,773.26	767,047.52	667,014.73	899,931.67	850,566.50	36.5%	10.8%	15.0%	-25.9%	5.8%
tl80	Salisbury	202.25	215,009.39	212,332.16	212,061.37	220,337.43	250,837.66	237,618.12	1.3%	0.1%	-3.8%	-12.2%	5.6%
tl81	Sandgate	65.00	65,654.52	25,011.67	15,467.00	7,672.00	12,417.00	6,827.00	162.5%	61.7%	101.6%	-38.2%	81.9%
tl82	Searsburg	15.50	19,802.58	13,148.99	12,622.27	16,164.54	7,320.96	1,405.67	50.6%	4.2%	-21.9%	120.8%	420.8%
tl83	Shaftsbury	567.84	534,766.10	561,853.00	669,240.00	622,817.79	586,450.22	481,151.40	-4.8%	-16.0%	7.5%	6.2%	21.9%

Special Education Eligible Formula Costs Reported for FY93 to FY98

Town Code	Town Name	FY98 ADM K-12 Resident Student Count	FY98 Costs Eligible for Funding Formula Reimbursement	FY97 Costs Eligible for Funding Formula Reimbursement	FY96 Costs Eligible for Funding Formula Reimbursement	FY95 Costs Eligible for Funding Formula Reimbursement	FY94 Costs Eligible for Funding Formula Reimbursement	FY93 Costs Eligible for Funding Formula Reimbursement	% Change FY97 to FY98	% Change FY96 to FY97	% Change FY95 to FY96	% Change FY94 to FY95	% Change FY93 to FY94
t184	Sharon	253.78	139,745.00	132,453.00	115,437.00	105,447.00	107,641.00	49,383.00	5.5%	14.7%	9.5%	-2.0%	118.0%
t185	Sheffield*	121.03	105,591.86	73,631.18	74,599.69	102,646.81	92,568.39	70,213.79	43.4%	-1.3%	-27.3%	10.9%	31.8%
t186	Shelburne	1,159.09	702,918.00	529,598.00	505,632.00	469,669.00	417,765.00	374,625.00	32.7%	4.7%	7.7%	12.4%	11.5%
t187	Sheldon	470.75	342,841.79	356,693.66	300,027.00	328,155.00	312,247.59	261,037.71	-3.9%	18.9%	-8.6%	5.1%	19.6%
t188	Sherburne	165.00	144,624.00	138,573.00	116,410.82	117,870.61	98,385.00	82,414.00	4.4%	19.0%	-1.2%	19.8%	19.4%
t189	Shoreham	232.88	236,359.37	230,089.53	246,277.88	222,279.44	224,913.64	223,498.53	2.7%	-6.6%	10.8%	-1.2%	0.6%
t190	Shrewsbury	210.96	140,608.00	94,770.00	136,812.00	113,970.00	164,223.00	126,611.00	48.4%	-30.7%	20.0%	-30.6%	29.7%
t191	South Burlington	2,364.01	2,493,412.00	2,113,439.00	2,070,940.00	2,133,729.00	1,849,945.00	1,398,289.00	18.0%	2.1%	-2.9%	15.3%	32.3%
t192	South Hero	309.34	164,608.10	176,500.72	179,455.44	207,335.81	159,245.93	138,923.86	-6.7%	-1.6%	-13.4%	30.2%	14.6%
t193	Springfield	1,716.80	1,893,658.00	1,680,864.00	1,707,625.00	1,504,408.00	1,477,794.00	1,417,832.00	12.7%	-1.6%	13.5%	1.8%	4.2%
t194	Stamford	137.63	90,215.69	61,870.87	47,064.83	48,779.43	50,337.12	52,841.64	45.8%	31.5%	-3.5%	-3.1%	-4.7%
t195	Stannard	64.53	28,547.00	33,914.00	28,146.00	32,854.00	37,684.00	38,198.92	-15.8%	20.5%	-14.3%	-12.8%	-1.3%
t196	Starksboro	361.26	395,597.00	359,470.99	317,456.17	228,276.16	196,715.11	171,714.95	10.0%	13.2%	39.1%	16.0%	14.6%
t197	Stockbridge	98.76	108,664.81	125,678.66	127,062.33	105,219.86	78,650.38	61,139.86	-13.5%	-1.1%	20.8%	33.8%	28.6%
t198	Stowe	661.57	558,797.00	630,711.00	607,049.00	623,278.00	556,583.00	494,785.00	-11.4%	3.9%	-2.6%	12.0%	12.5%
t199	Stratford	219.15	165,556.00	140,085.00	120,093.00	120,953.00	94,656.00	87,630.00	18.2%	16.6%	-0.7%	27.8%	8.0%
t200	Stratton	28.00	4,549.00	6,709.00	10,925.00	9,956.00	9,295.00	7,200.00	-32.2%	-38.6%	-9.9%	17.5%	29.1%
t201	Sudbury	82.00	102,874.65	87,993.25	88,718.28	98,477.40	83,840.57	79,090.65	16.9%	-0.8%	-9.9%	17.5%	6.0%
t202	Sunderland	147.80	216,903.00	145,167.00	144,682.00	115,767.00	106,369.00	84,559.00	49.4%	0.3%	25.0%	8.8%	25.8%
t203	Sutton	207.78	161,638.95	152,495.99	132,527.05	169,129.61	169,119.53	124,634.51	6.0%	15.1%	-21.6%	0.0%	35.7%
t204	Swanton	1,243.15	1,233,883.51	1,022,924.02	833,284.51	827,054.81	841,340.80	670,155.92	20.6%	22.8%	0.8%	-1.7%	25.5%
t205	Thetford	495.48	420,055.01	314,368.00	218,367.00	225,760.00	207,657.00	242,901.00	33.6%	44.0%	-3.3%	8.7%	-14.5%
t206	Tinmouth	109.36	39,992.00	48,611.00	61,592.00	85,789.00	78,758.00	114,119.00	-17.7%	-21.1%	-28.2%	8.9%	-31.0%
t207	Topsham*	204.32	160,358.80	196,670.00	140,714.00	109,323.00	106,877.00	79,996.00	-18.5%	39.8%	28.7%	2.3%	33.6%
t208	Townshend	170.88	215,713.00	189,282.00	182,302.00	155,995.00	121,556.00	124,968.00	14.0%	3.8%	16.9%	28.3%	-2.7%
t209	Troy	262.65	364,146.01	417,704.15	382,458.06	339,264.62	343,924.10	227,667.15	-12.8%	9.2%	12.7%	-1.4%	51.1%
t210	Tunbridge	236.88	152,875.00	138,549.00	100,222.00	87,546.00	65,812.00	90,095.00	10.3%	38.2%	14.5%	33.0%	-27.0%
t211	Underhill ID	353.07	311,812.50	271,480.28	234,758.65	192,917.07	187,525.04	167,082.57	14.9%	15.6%	21.7%	2.9%	12.2%
t212	Underhill Town	544.02	476,449.50	414,821.86	325,442.99	294,413.26	272,520.55	241,622.78	14.9%	27.5%	10.5%	8.0%	12.8%
t213	Vergennes ID	475.20	531,117.00	454,300.00	419,233.00	343,046.00	370,590.00	324,977.00	16.9%	8.4%	22.2%	-7.4%	14.0%
t214	Vernon	412.46	368,731.00	329,630.00	322,443.74	249,474.59	268,445.31	239,869.80	11.9%	2.2%	29.2%	-7.1%	11.9%
t215	Vershire	133.20	139,094.64	70,045.00	80,238.00	68,307.00	91,922.00	42,745.00	98.6%	-12.7%	17.5%	-25.7%	115.0%
t216	Victory	4.00	176.81	206.36	286.91	176.64	203.70	245.35	-14.3%	-28.1%	62.4%	-13.3%	-17.0%
t217	Waitsfield	267.45	256,993.46	268,683.00	264,056.00	188,486.00	145,519.00	113,653.00	-4.4%	1.8%	40.1%	29.5%	28.0%
t218	Walden	147.79	99,582.83	71,455.67	77,117.00	64,617.00	67,881.00	92,981.00	39.4%	-7.3%	19.3%	-4.8%	-27.0%
t219	Wallingford	433.49	358,110.00	415,211.00	331,715.00	326,347.00	304,202.00	279,253.00	-13.8%	25.2%	1.6%	7.3%	8.9%
t220	Walham	104.12	121,529.00	107,186.00	85,886.00	54,730.00	29,807.00	29,126.00	13.4%	24.8%	56.9%	83.6%	2.3%
t221	Wardsboro	126.00	79,707.00	81,846.00	49,114.00	51,686.00	43,851.00	30,043.00	-2.6%	66.6%	-5.0%	17.9%	46.0%
t222	Warren	280.60	344,126.06	267,387.00	232,488.00	215,201.00	174,301.00	144,793.00	28.7%	15.0%	8.0%	23.5%	20.4%
t223	Washington	181.33	193,306.63	194,135.26	192,513.00	156,071.00	144,809.67	118,654.81	-0.4%	0.8%	23.3%	7.8%	22.0%
t224	Waterbury	859.30	742,189.21	735,202.00	722,643.00	595,774.00	477,073.00	408,246.00	1.0%	1.7%	21.3%	24.9%	16.9%
t225	Waterford	209.00	83,089.26	66,255.12	66,031.53	70,892.44	74,694.90	46,219.14	25.4%	0.3%	-6.9%	-5.1%	61.6%
t226	Waterville	146.15	118,884.00	124,155.00	112,966.00	114,832.57	87,508.05	61,399.15	-4.2%	9.9%	-1.6%	31.2%	42.5%
t227	Weathersfield	402.80	231,878.32	217,413.00	180,738.00	197,510.00	226,778.00	293,356.00	6.7%	20.3%	-8.5%	-12.9%	-22.7%
t228	Wells	199.45	273,426.00	223,692.00	181,128.00	186,195.00	182,208.00	131,097.00	22.2%	23.5%	-2.7%	2.2%	39.0%

Special Education Eligible Formula Costs Reported for FY93 to FY98

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1229	Wells River*	72.53	102,107.13	97,446.30	96,597.25	70,188.86	69,813.75	73,308.18	4.8%	0.9%	37.6%	0.5%	-4.8%
1230	West Fairlee	107.74	33,642.84	41,874.00	68,635.00	46,713.00	66,993.00	92,010.00	-19.7%	-39.0%	46.9%	-30.3%	-27.2%
1231	Westfield	64.18	102,269.58	24,935.21	61,586.02	59,423.13	62,993.34	28,671.46	310.1%	-59.5%	3.6%	-5.7%	119.7%
1232	Westford	446.74	372,408.00	274,890.00	219,566.00	212,328.00	200,233.00	194,530.74	35.5%	25.2%	3.4%	6.0%	2.9%
1233	West Haven	54.48	9,447.00	20,927.00	22,112.00	24,463.00	24,010.08	24,428.44	-54.9%	-5.4%	-9.6%	1.9%	-1.7%
1234	Westminster	596.76	646,331.48	674,404.28	511,742.56	401,387.29	337,060.88	295,058.93	-4.2%	31.8%	27.5%	19.1%	14.2%
1235	Westmore	50.59	11,413.00	10,346.00	39,474.00	43,027.00	37,674.00	37,467.00	10.3%	-73.8%	-8.3%	14.2%	0.6%
1236	Weston	99.00	211,001.00	137,723.00	154,500.00	101,342.00	80,388.00	71,964.00	53.2%	-10.9%	52.5%	26.1%	11.7%
1237	West Rutland	429.19	409,830.22	374,151.48	325,539.86	247,058.46	182,210.00	211,380.00	9.5%	14.9%	31.8%	35.6%	-13.8%
1238	West Windsor	162.46	121,505.75	111,502.00	106,439.00	117,491.00	121,674.00	85,024.00	9.0%	4.8%	-9.4%	-3.4%	43.1%
1239	Weybridge	137.90	121,699.92	128,033.45	124,814.24	157,039.23	123,025.59	96,216.58	-4.9%	2.6%	-20.5%	27.6%	27.9%
1240	Wheelock*	120.50	89,001.84	50,945.49	60,629.02	72,897.25	72,732.45	52,386.92	74.7%	-16.0%	-16.8%	0.2%	38.8%
1241	Whiting	84.95	90,875.55	82,804.46	78,222.59	84,829.10	74,503.79	65,350.33	9.7%	5.9%	-7.8%	13.9%	14.0%
1242	Whittingham	234.00	340,553.81	344,101.33	253,891.07	177,713.34	139,463.06	126,032.33	-1.0%	35.5%	42.9%	27.4%	10.7%
1243	Williamstown	550.00	568,511.51	405,589.25	357,850.00	378,785.00	294,287.00	269,109.27	40.2%	13.3%	-5.5%	28.7%	9.4%
1244	Williston	1,218.80	1,009,675.00	992,735.00	932,679.00	826,062.00	669,113.00	557,957.00	1.7%	6.4%	12.9%	23.5%	19.9%
1245	Wilmington	402.44	537,834.07	512,914.06	487,413.11	474,205.43	390,108.39	307,121.89	4.9%	5.2%	2.8%	21.6%	27.0%
1246	Windham	48.00	67,726.00	57,346.00	53,649.00	37,762.00	29,229.00	28,147.00	18.1%	6.9%	42.1%	29.2%	3.8%
1247	Windsor	679.70	590,228.04	627,898.00	547,074.00	527,460.00	546,906.00	466,454.00	-6.0%	14.8%	3.7%	-3.6%	17.2%
1248	Winhall	91.00	75,854.00	146,494.00	146,746.00	43,051.00	45,222.00	29,162.00	-48.2%	-0.2%	240.9%	-4.8%	55.1%
1249	Winoski ID	809.48	741,669.27	707,810.22	651,786.10	621,951.37	531,219.88	519,818.27	4.8%	8.6%	4.8%	17.1%	2.2%
1250	Wolcott	280.84	299,084.00	255,479.00	220,566.00	175,314.00	181,035.00	165,416.36	17.1%	15.8%	25.8%	-3.2%	9.4%
1251	Woodbury	146.15	312,940.00	271,629.00	265,263.00	210,095.00	227,310.00	172,094.88	15.2%	2.4%	26.3%	-7.6%	-32.1%
1252	Woodford	71.30	45,025.69	47,806.00	55,541.90	42,539.00	38,816.35	56,144.55	-5.8%	-13.9%	30.6%	9.6%	-30.9%
1253	Woodstock	566.19	855,039.00	729,872.00	763,189.12	702,266.92	649,190.00	575,647.00	17.1%	-4.4%	8.7%	8.2%	12.8%
1254	Worcester	168.04	237,951.00	230,983.00	202,750.00	220,176.00	313,590.00	250,010.00	3.0%	13.9%	-7.9%	-29.8%	25.4%
State Totals			101,661,235.38	94,080,778.03	87,429,205.81	81,337,952.00	75,554,638.07	67,511,045.69	8.1%	7.6%	7.5%	7.7%	11.9%

FY97 information is based on the Special Education Expenditure Reports filed as of 3/12/99.
FY96 information is based on the Special Education Expenditure Reports filed as of 11/06/98.
FY95 information is based on the Special Education Expenditure Reports filed as of 2/22/99.
FY94 information is based on the Special Education Expenditure Reports filed as of 11/12/98.
FY93 information is based on Special Education Expenditure Reports filed as of 11/13/98.

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FY98 Summary of School Districts by Special Education Spending Category

Districts sorted by spending categories based on relationship to FY98 total state average formula eligible cost per ADM of \$979.17.

Seven special education spending categories used in table defined by relationship to state average eligible cost per ADM as follows:

1. greater than 20% above statewide average
2. between 15 and 20% above statewide average
3. between 10 and 15% above statewide average
4. between 10% below and 10% above statewide average
5. between 10 and 15% below statewide average
6. between 15 and 20% below statewide average
7. greater than 20% below statewide average

LEA	Town Name	FY98 Formula Eligible Cost	K-12 Resident ADM	K-12 Child Count	Formula		FY98		Category for Eligible Cost per ADM relative to State Average	FY98 Regular Education Expense per Pupil % From State Avg.	From FY92 to FY98:						
					Eligible Cost per ADM	Eligible Child Count	Regular Education Expense per Pupil	Regular Education Expense per Pupil % From State Avg.			Special Education Spending Category by Fiscal Year						
											92	93	94	95	96	97	98
t251	Woodbury	\$312,940.00	146.15	27	\$2,141.22	\$11,590.37	\$6,240.00	> 20% above	20.7%	1	1	1	1	1	1	1	
t236	Weston	\$211,001.00	99.00	12	\$2,131.32	\$17,583.42	\$6,426.00	> 20% above	24.3%	1	1	1	1	1	1	1	
t137	Newfane	\$525,832.00	268.00	36	\$1,962.06	\$14,606.44	\$6,167.00	> 20% above	19.3%	3	2	2	1	1	1	1	
t061	Dummerston	\$541,484.00	299.35	23	\$1,808.87	\$23,542.78	\$5,328.00	> 20% above	3.1%	1	1	1	1	1	1	1	
t125	Middletown	\$241,508.00	135.28	20	\$1,785.25	\$12,075.40	\$5,022.00	> 20% above	-2.9%	1	1	1	1	1	1	1	
t134	Mt. Tabor	\$58,176.00	32.80	2	\$1,773.66	\$29,088.00	\$4,056.00	> 20% above	-21.6%	5	7	7	1	1	3	1	
t150	Pawlet	\$409,001.00	239.25	30	\$1,709.51	\$13,633.37	\$4,526.00	> 20% above	-12.5%	4	4	1	1	1	1	1	
t231	Westfield	\$102,269.58	64.18	13	\$1,593.48	\$7,866.89	\$6,029.00	> 20% above	16.6%	6	7	3	4	4	7	1	
t046	Chelsea	\$343,025.00	219.29	34	\$1,564.25	\$10,088.97	\$5,293.00	> 20% above	2.4%	1	1	1	1	1	1	1	
t119	Manchester	\$1,110,639.00	731.27	86	\$1,518.78	\$12,914.41	\$5,606.00	> 20% above	8.4%	1	3	4	4	4	1	1	
t253	Woodstock	\$855,039.00	566.19	67	\$1,510.16	\$12,761.78	\$6,186.00	> 20% above	19.6%	1	1	1	1	1	1	1	
t020	Bethel	\$552,479.48	366.87	50	\$1,505.93	\$11,049.59	\$5,250.00	> 20% above	1.5%	1	1	1	1	1	1	1	
t202	Sunderland	\$216,903.00	147.80	19	\$1,467.54	\$11,415.95	\$6,044.00	> 20% above	16.9%	4	7	4	5	4	4	1	
t242	Whitingham	\$340,553.81	234.00	24	\$1,455.36	\$14,189.74	\$6,688.00	> 20% above	29.4%	4	5	6	4	1	1	1	
t006	Athens	\$69,020.09	47.43	7	\$1,455.20	\$9,860.01	\$5,219.00	> 20% above	1.0%	1	1	1	1	1	4	1	
t169	Rockingham	\$1,500,728.07	1,043.28	197	\$1,438.47	\$7,617.91	\$5,311.00	> 20% above	2.7%	1	1	1	1	1	1	1	
t087	Groton	\$227,298.54	159.19	19	\$1,427.84	\$11,963.08	\$4,784.00	> 20% above	-7.5%	7	6	4	5	1	1	1	
t161	Putney	\$490,313.00	345.50	41	\$1,419.14	\$11,958.85	\$5,203.00	> 20% above	0.6%	1	1	1	1	1	1	1	
t254	Worcester	\$237,951.00	168.04	25	\$1,416.04	\$9,518.04	\$5,521.00	> 20% above	6.8%	1	1	1	1	1	1	1	
t246	Windham	\$67,726.00	48.00	3	\$1,410.96	\$22,575.33	\$6,865.00	> 20% above	32.8%	1	6	7	5	1	1	1	
t229	Wells River	\$102,107.13	72.53	12	\$1,407.79	\$8,508.93	\$5,157.00	> 20% above	-0.3%	1	1	4	4	1	2	1	
t209	Trov	\$364,146.01	262.65	58	\$1,386.43	\$6,278.38	\$5,089.00	> 20% above	-1.6%	5	4	1	1	1	1	1	

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LEA	Town Name	From FY92 to FY98:									
		FY98					Special Education				
		FY98 Formula	K-12 Resident	K-12 Child	Formula Eligible Cost	Formula Eligible per ADM	Formula Eligible Cost per Child	Regular Education Expense per Pupil	Category for ADM Eligible Cost per ADM relative to State Average	FY98 Regular Education Expense per Pupil	% From State Avg.
			ADM	Count			Count	per Pupil			
t228	Wells	\$273,426.00	199.45	29	\$1,370.90	\$9,428.48	\$4,201.00	-18.8%	> 20% above	1	1
t129	Montpelier	\$1,631,644.00	1,194.57	155	\$1,365.88	\$10,526.74	\$5,789.00	12.0%	> 20% above	1	1
t028	Bridgewater	\$198,687.00	148.00	19	\$1,342.48	\$10,457.21	\$6,007.00	16.2%	> 20% above	1	1
t245	Wilmington	\$537,834.07	402.44	43	\$1,336.43	\$12,507.77	\$5,817.00	12.5%	> 20% above	3	1
t027	Brattleboro	\$2,410,210.00	1,819.01	217	\$1,325.01	\$11,106.96	\$5,484.00	6.1%	> 20% above	1	1
t075	Fayston	\$234,047.51	176.80	20	\$1,323.80	\$11,702.38	\$6,343.00	22.7%	> 20% above	4	4
t043	Cavendish	\$259,234.00	196.92	37	\$1,316.44	\$7,006.32	\$5,039.00	-2.5%	> 20% above	1	1
t008	Baltimore	\$42,080.00	32.00	5	\$1,315.00	\$8,416.00	\$6,067.00	17.4%	> 20% above	1	3
t175	Ryegate	\$303,803.07	231.94	29	\$1,309.83	\$10,475.97	\$5,004.00	-3.2%	> 20% above	7	7
t142	Northfield	\$1,091,353.00	841.21	125	\$1,297.36	\$8,730.82	\$4,487.00	-13.2%	> 20% above	1	2
t182	Searsburg	\$19,802.58	15.50	3	\$1,277.59	\$6,600.86	\$5,720.00	10.6%	> 20% above	4	7
t139	Newport City	\$894,698.30	705.77	110	\$1,267.69	\$8,133.62	\$4,620.00	-10.7%	> 20% above	7	7
t208	Townshend	\$215,713.00	170.88	16	\$1,262.37	\$13,482.06	\$6,284.00	21.5%	> 20% above	4	4
t038	Cabot	\$307,450.33	244.67	29	\$1,256.59	\$10,601.74	\$5,806.00	12.3%	> 20% above	7	7
t201	Sudbury	\$102,874.65	82.00	6	\$1,254.57	\$17,145.78	\$5,590.00	8.1%	> 20% above	1	1
t149	Panton	\$147,512.00	117.93	9	\$1,250.84	\$16,390.22	\$5,499.00	6.4%	> 20% above	7	7
t082	Grafton	\$113,370.99	91.06	15	\$1,245.01	\$7,558.07	\$6,675.00	29.1%	> 20% above	7	7
t162	Randolph	\$1,023,936.04	826.63	104	\$1,238.69	\$9,845.54	\$5,270.00	1.9%	> 20% above	1	1
t222	Warren	\$344,126.06	280.60	24	\$1,226.39	\$14,338.59	\$6,094.00	17.9%	> 20% above	5	4
t018	Berkshire	\$324,379.86	265.94	33	\$1,219.75	\$9,829.69	\$4,764.00	-7.9%	> 20% above	1	1
t154	Pittsford	\$659,512.67	541.76	62	\$1,217.35	\$10,637.30	\$5,207.00	0.7%	> 20% above	2	2
t130	Moretown	\$375,514.75	309.23	44	\$1,214.35	\$8,534.43	\$5,508.00	6.5%	> 20% above	4	7
t097	Holland	\$151,441.73	125.00	27	\$1,211.53	\$5,608.95	\$3,864.00	-25.3%	> 20% above	6	7
t113	Londonderry	\$362,996.00	299.98	42	\$1,210.07	\$8,642.76	\$7,018.00	35.7%	> 20% above	7	7
t033	Brookline	\$108,651.00	90.00	2	\$1,207.23	\$54,325.50	\$4,891.00	-5.4%	> 20% above	6	7
t039	Calais	\$358,310.00	298.00	37	\$1,202.38	\$9,684.05	\$5,840.00	13.0%	> 20% above	4	1
t069	Essex Junct	\$1,998,417.00	1,663.50	109	\$1,201.33	\$18,334.10	\$6,061.00	17.2%	> 20% above	1	1
t173	Rutland Cit	\$2,940,484.05	2,461.20	261	\$1,194.74	\$11,266.22	\$4,082.00	-21.1%	> 20% above	3	3
t172	Rupert	\$132,874.00	111.43	9	\$1,192.44	\$14,763.78	\$4,529.00	-12.4%	> 20% above	4	6
t085	Granville	\$84,640.11	71.00	8	\$1,192.11	\$10,580.01	\$4,627.00	-10.5%	> 20% above	1	1
t009	Barnard	\$197,650.00	166.54	22	\$1,186.80	\$8,984.09	\$5,988.00	15.8%	> 20% above	1	4
t107	Johnson	\$521,850.00	439.91	56	\$1,186.27	\$9,318.75	\$3,908.00	-24.4%	> 20% above	4	2
t220	Waltham	\$121,529.00	104.12	6	\$1,167.20	\$20,254.83	\$5,092.00	-1.5%	15-20% above	7	7
t176	St. Albans	\$1,488,729.85	1,289.95	193	\$1,154.10	\$7,713.63	\$4,414.00	-14.6%	15-20% above	1	1
t092	Hardwick	\$701,934.00	612.50	84	\$1,146.01	\$8,356.36	\$5,249.00	1.5%	15-20% above	2	4
t086	Greensboro	\$156,422.00	136.56	21	\$1,145.45	\$7,448.67	\$5,081.00	-1.7%	15-20% above	4	4

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LEA	Town Name	FY98 Formula Eligible Cost	K-12 Resident ADM	K-12 Child Count	Formula		FY98		Category for Eligible Cost per ADM relative to State Average	FY98 Regular Education Expense per Pupil % From State Avg.	From FY92 to FY98: Special Education Spending Category by Fiscal Year						
					Eligible Cost per ADM	Child Count	Formula Eligible Cost per Pupil	Regular Education Expense per Pupil			92	93	94	95	96	97	98
t178	St. George	\$161,702.00	156.40	17	\$1,033.90	\$9,511.88	\$5,443.00	10% below-10% above	5.3%	7	7	7	7	7	7	4	
t243	Williamstown	\$568,511.51	550.00	68	\$1,033.66	\$8,360.46	\$4,596.00	10% below-10% above	-11.1%	7	7	7	5	7	6	4	
t012	Barre Town	\$1,535,698.29	1,486.70	99	\$1,032.96	\$15,512.10	\$4,546.00	10% below-10% above	-12.1%	7	7	7	6	4	4	4	
t081	Goshen	\$47,768.60	46.30	4	\$1,031.72	\$11,942.15	\$5,408.00	10% below-10% above	4.6%	2	2	2	1	4	1	4	
t031	Bristol	\$872,028.51	847.48	91	\$1,028.97	\$9,582.73	\$4,562.00	10% below-10% above	-11.8%	4	4	4	2	4	4	4	
t073	Fair Haven	\$606,230.00	594.78	76	\$1,019.25	\$7,976.71	\$4,671.00	10% below-10% above	-9.7%	4	4	4	4	2	4	4	
t100	Hyde Park	\$470,179.00	463.20	54	\$1,015.07	\$8,707.02	\$3,947.00	10% below-10% above	-23.7%	3	2	3	1	2	3	4	
t189	Shoreham	\$236,359.37	232.88	22	\$1,014.94	\$10,743.61	\$6,328.00	10% below-10% above	22.4%	1	1	1	2	1	3	4	
t181	Sandgate	\$65,654.52	65.00	7	\$1,010.07	\$9,379.22	\$5,132.00	10% below-10% above	-0.7%	7	7	7	7	7	7	4	
t123	Middlebury	\$1,093,020.39	1,084.48	125	\$1,007.88	\$8,744.16	\$6,083.00	10% below-10% above	17.7%	1	1	1	1	4	4	4	
t063	Duxbury	\$203,950.90	202.70	11	\$1,006.17	\$18,540.99	\$5,035.00	10% below-10% above	-2.6%	1	1	2	1	1	1	4	
t165	Richford	\$454,690.67	454.67	81	\$1,000.05	\$5,613.47	\$4,583.00	10% below-10% above	-11.4%	4	1	2	1	1	4	4	
t041	Canaan	\$238,673.40	239.75	14	\$995.51	\$17,048.10	\$4,479.00	10% below-10% above	-13.4%	5	7	4	4	4	5	4	
t079	Georgia	\$955,793.00	961.11	99	\$994.47	\$9,654.47	\$4,761.00	10% below-10% above	-7.9%	7	7	7	7	7	5	4	
t204	Swanton	\$1,233,883.51	1,243.15	140	\$992.55	\$8,813.45	\$4,145.00	10% below-10% above	-19.8%	7	6	4	6	6	4	4	
t029	Bridport	\$215,913.93	219.08	32	\$985.55	\$6,747.31	\$5,601.00	10% below-10% above	8.3%	1	1	3	2	4	4	4	
t056	Danby	\$239,373.00	243.30	36	\$983.86	\$6,649.25	\$4,755.00	10% below-10% above	-8.0%	2	2	3	6	3	4	4	
t060	Dover	\$202,804.00	207.00	16	\$979.73	\$12,675.25	\$6,626.00	10% below-10% above	28.2%	7	7	6	4	4	4	4	
t164	Readsboro	\$159,288.00	163.00	21	\$977.23	\$7,585.14	\$4,089.00	10% below-10% above	-20.9%	7	7	7	7	7	7	4	
t143	North Hero	\$115,067.86	117.95	12	\$975.56	\$9,588.99	\$6,872.00	10% below-10% above	32.9%	7	7	7	7	7	4	4	
t095	Highgate	\$729,144.35	752.47	66	\$969.00	\$11,047.64	\$4,283.00	10% below-10% above	-17.2%	6	6	4	4	4	5	4	
t217	Waitsfield	\$256,993.46	267.45	29	\$960.90	\$8,861.84	\$5,562.00	10% below-10% above	7.6%	7	7	7	4	1	2	4	
t167	Ripton	\$96,267.01	100.20	9	\$960.75	\$10,696.33	\$6,365.00	10% below-10% above	23.1%	7	5	7	7	6	6	4	
t023	Bradford ID	\$526,166.82	550.11	97	\$956.48	\$5,424.40	\$5,131.00	10% below-10% above	-0.8%	4	5	4	6	7	6	4	
t032	Brookfield	\$228,258.34	238.82	21	\$955.78	\$10,869.44	\$5,635.00	10% below-10% above	9.0%	5	6	5	4	4	7	4	
t237	West Rutlan	\$409,830.22	429.19	46	\$954.89	\$8,909.35	\$5,004.00	10% below-10% above	-3.2%	7	7	7	7	5	6	4	
t159	Pownal	\$589,930.22	625.38	78	\$943.31	\$7,563.21	\$4,370.00	10% below-10% above	-15.5%	4	4	4	4	4	4	4	
t076	Ferrisburgh	\$354,859.00	376.45	51	\$942.65	\$6,958.02	\$5,339.00	10% below-10% above	3.3%	4	1	1	3	4	4	4	
t183	Shaftsbury	\$534,766.10	567.84	59	\$941.75	\$9,063.83	\$4,355.00	10% below-10% above	-15.8%	1	1	1	1	1	4	4	
t115	Ludlow	\$358,685.52	386.39	39	\$928.30	\$9,197.06	\$6,505.00	10% below-10% above	25.8%	4	4	4	4	4	5	4	
t004	Andover	\$53,865.00	58.11	2	\$926.95	\$26,932.50	\$4,821.00	10% below-10% above	-6.8%	6	7	7	7	7	7	4	
t132	Morristown	\$818,071.00	884.00	84	\$925.42	\$9,738.94	\$4,404.00	10% below-10% above	-14.8%	1	1	1	4	3	4	4	
t066	Eden	\$246,766.00	267.16	53	\$923.66	\$4,655.96	\$3,458.00	10% below-10% above	-33.1%	4	5	4	4	4	2	4	
t138	New Haven	\$262,559.09	285.39	35	\$920.00	\$7,501.69	\$4,659.00	10% below-10% above	-9.9%	4	4	4	4	4	5	4	
t249	Winooski ID	\$741,669.27	809.48	100	\$916.23	\$7,416.69	\$4,893.00	10% below-10% above	-5.4%	4	4	5	4	4	4	4	
t117	Lyndon	\$944,060.37	1,037.24	102	\$910.17	\$9,255.49	\$4,767.00	10% below-10% above	-7.8%	6	6	6	4	4	4	4	

LEA	Town Name	FY98 Formula Eligible Cost	K-12 Resident ADM	K-12 Child Count	Formula			FY98		Category for Eligible Cost per ADM relative to State Average	FY98 Regular Education Expense per Pupil % From State Avg.	From FY92 to FY98: Special Education Spending Category by Fiscal Year						
					Eligible Cost per ADM	Formula Eligible Cost per Child Count	Regular Education Expense per Pupil	FY98 Regular Education Expense per Pupil	92			93	94	95	96	97	98	
1093	Hartford	\$1,588,840.34	1,747.53	249	\$909.19	\$6,380.88	\$4,590.00	10% below-10% above	-11.2%	6	4	7	4	4	4	4		
1145	Norwich	\$726,186.17	802.63	49	\$904.76	\$14,820.13	\$6,350.00	10% below-10% above	22.8%	4	4	4	5	4	5	4		
1030	Brighton	\$222,949.29	249.00	40	\$895.38	\$5,573.73	\$4,277.00	10% below-10% above	-17.3%	4	2	2	1	3	3	4		
1214	Vernon	\$368,731.00	412.46	47	\$893.98	\$7,845.34	\$6,247.00	10% below-10% above	20.8%	4	4	4	7	4	4	4		
1160	Proctor	\$300,642.40	336.87	29	\$892.46	\$10,366.98	\$6,193.00	10% below-10% above	19.8%	7	7	7	7	7	7	4		
1057	Danville	\$345,253.20	388.00	20	\$889.83	\$17,262.66	\$4,092.00	10% below-10% above	-20.9%	5	4	4	6	7	7	4		
1133	Mt. Holly	\$200,460.62	225.62	33	\$888.49	\$6,074.56	\$5,538.00	10% below-10% above	7.1%	1	1	1	3	4	7	4		
1179	St. Johnsbury	\$1,159,960.00	1,306.52	109	\$887.82	\$10,641.83	\$5,390.00	10% below-10% above	4.3%	7	5	5	7	7	7	4		
1068	Enosburg Falls	\$505,181.14	570.95	90	\$884.81	\$5,613.12	\$3,373.00	10% below-10% above	-34.8%	4	1	4	4	4	4	4		
1136	Newbury	\$271,196.89	306.91	26	\$883.64	\$10,430.65	\$5,044.00	10% below-10% above	-2.4%	6	4	4	7	4	4	4		
1211	Underhill I	\$311,812.50	353.07	46	\$883.15	\$6,778.53	\$4,647.00	10% below-10% above	-10.1%	7	7	7	7	7	6	4		
1239	Weybridge	\$121,699.92	137.90	7	\$882.52	\$17,385.70	\$5,643.00	10% below-10% above	9.2%	1	4	2	1	3	4	4		
1089	Guilford	\$346,785.00	394.12	42	\$879.90	\$8,256.79	\$5,112.00	10-15% below	-1.1%	7	6	7	6	4	4	5		
1003	Albany	\$262,284.95	298.57	45	\$878.47	\$5,828.55	\$4,970.00	10-15% below	-3.9%	3	2	1	1	4	4	5		
1188	Sherburne	\$144,624.00	165.00	13	\$876.51	\$11,124.92	\$6,218.00	10-15% below	20.3%	5	4	5	4	7	4	5		
1212	Underhill T	\$476,449.50	544.02	47	\$875.79	\$10,137.22	\$4,780.00	10-15% below	-7.5%	7	7	7	7	7	5	5		
1185	Sheffield	\$105,591.86	121.03	19	\$872.44	\$5,557.47	\$4,526.00	10-15% below	-12.5%	6	7	4	4	7	7	5		
1098	Hubbardton	\$112,198.00	129.04	14	\$869.48	\$8,014.14	\$4,632.00	10-15% below	-10.4%	7	7	7	6	1	1	5		
1053	Cornwall	\$181,138.46	208.36	14	\$869.35	\$12,938.46	\$7,020.00	10-15% below	35.8%	5	4	2	4	1	4	5		
1247	Windsor	\$590,228.04	679.70	63	\$868.37	\$9,368.70	\$4,141.00	10-15% below	-19.9%	4	3	1	4	4	4	5		
1052	Corinth	\$272,769.19	314.58	45	\$867.09	\$6,061.54	\$4,993.00	10-15% below	-3.4%	7	7	7	7	4	4	5		
1058	Derby	\$810,809.71	936.53	139	\$865.76	\$5,833.16	\$4,362.00	10-15% below	-15.6%	7	7	7	7	6	4	5		
1224	Waterbury	\$742,189.21	859.30	110	\$863.71	\$6,747.17	\$4,366.00	10-15% below	-15.6%	6	6	6	4	4	4	5		
1048	Chittenden	\$211,603.33	247.92	19	\$853.51	\$11,137.02	\$5,773.00	10-15% below	11.7%	6	4	4	4	5	6	5		
1205	Thetford	\$420,055.01	495.48	55	\$847.77	\$7,637.36	\$5,372.00	10-15% below	3.9%	4	7	7	7	7	7	5		
1171	Royalton	\$401,179.00	473.46	55	\$847.33	\$7,294.16	\$4,797.00	10-15% below	-7.2%	4	4	4	3	4	4	5		
1198	Stowe	\$558,797.00	661.57	58	\$844.65	\$9,634.43	\$6,046.00	10-15% below	16.9%	4	1	1	1	2	4	5		
1099	Huntington	\$296,845.50	352.36	44	\$842.45	\$6,746.49	\$4,511.00	10-15% below	-12.8%	6	7	7	7	7	6	5		
1112	Lincoln	\$174,431.24	207.96	19	\$838.77	\$9,180.59	\$4,598.00	10-15% below	-11.1%	4	5	7	7	7	5	5		
1044	Charleston	\$151,099.18	181.10	32	\$834.34	\$4,721.85	\$4,557.00	10-15% below	-11.9%	7	7	6	7	5	7	5		
1232	Westford	\$372,408.00	446.74	37	\$833.61	\$10,065.08	\$4,825.00	10-15% below	-6.7%	7	7	7	7	7	7	5		
1248	Winhall	\$75,854.00	91.00	6	\$833.56	\$12,642.33	\$7,504.00	10-15% below	45.1%	7	7	4	7	1	1	5		
1244	Williston	\$1,009,675.00	1,218.80	100	\$828.42	\$10,096.75	\$5,868.00	15-20% below	13.5%	7	4	5	4	4	4	6		
1219	Wallingford	\$358,110.00	433.49	46	\$826.11	\$7,785.00	\$4,813.00	15-20% below	-6.9%	6	4	4	4	5	4	6		
1084	Grand Isle	\$302,129.39	366.84	35	\$823.60	\$8,632.27	\$4,914.00	15-20% below	-5.0%	6	4	4	4	4	5	6		
1071	Fairfax	\$580,831.00	713.20	48	\$814.40	\$12,100.65	\$4,307.00	15-20% below	-16.7%	7	7	7	7	7	7	6		

LEA	Town Name	FY98 Formula		K-12		K-12		Formula		FY98		Category for		FY98		From FY92 to FY98:						
		Eligible Cost	ADM	Resident	Child	Count	per ADM	Eligible Cost per ADM	Formula Eligible Cost per Child	Regular Education Expense per Pupil	Eligible Cost per ADM relative to State Average	Regular Education Expense per Pupil	% From State Avg.	FY98	Regular Education Expense per Pupil	Special Education						
																Spending Category by Fiscal Year						
																92	93	94	95	96	97	98
t101	Ira	\$71,835.00	88.23		12		\$814.18	\$5,986.25	\$5,216.00		15-20% below		0.9%			7	7	7	7	7	7	6
t226	Waterville	\$118,884.00	146.15		14		\$813.44	\$8,491.71	\$3,922.00		15-20% below		-24.1%			7	7	5	2	4	5	6
t116	Lunenburg	\$201,712.62	248.80		19		\$810.74	\$10,616.45	\$4,128.00		15-20% below		-20.2%			7	7	7	7	7	7	6
t166	Richmond	\$646,075.50	802.77		70		\$804.81	\$9,229.65	\$4,197.00		15-20% below		-18.8%			7	7	7	7	5	7	6
t094	Hartland	\$487,175.09	608.52		52		\$800.59	\$9,368.75	\$5,331.00		15-20% below		3.1%			6	7	5	7	7	5	6
t042	Castleton	\$539,652.00	675.93		85		\$798.38	\$6,348.85	\$4,651.00		15-20% below		-10.0%			4	5	6	5	4	7	6
t096	Hinesburg	\$661,268.00	836.00		113		\$790.99	\$5,851.93	\$4,974.00		15-20% below		-3.8%			7	7	7	5	6	5	6
t106	Jericho	\$613,647.00	777.51		61		\$789.25	\$10,059.79	\$4,709.00		15-20% below		-8.9%			5	4	7	7	5	7	6
t001	Addison	\$204,212.00	259.56		25		\$786.76	\$8,168.48	\$4,578.00		15-20% below		-11.5%			1	3	1	5	7	7	6
t207	Topsham	\$160,358.80	204.32		26		\$784.84	\$6,167.65	\$3,991.00		15-20% below		-22.8%			7	7	7	7	5	4	6
t037	Burlington	\$2,834,099.89	3,619.20		474		\$783.07	\$5,979.11	\$5,568.00		>20% below		7.7%			4	4	6	5	5	5	7
t010	Barnet	\$280,105.94	357.79		25		\$782.88	\$11,204.24	\$5,456.00		>20% below		5.5%			1	6	7	7	7	6	7
t127	Monkton	\$252,778.33	324.63		34		\$778.67	\$7,434.66	\$4,823.00		>20% below		-6.7%			2	2	4	5	5	6	7
t203	Sutton	\$161,638.95	207.78		18		\$777.93	\$8,979.94	\$5,587.00		>20% below		8.1%			7	4	4	4	7	7	7
t078	Franklin	\$196,723.62	256.49		25		\$766.98	\$7,868.94	\$4,260.00		>20% below		-17.6%			7	4	4	7	7	7	7
t007	Bakersfield	\$207,227.54	273.12		40		\$758.74	\$5,180.69	\$4,744.00		>20% below		-8.3%			1	4	2	6	4	6	7
t199	Strafford	\$165,556.00	219.15		17		\$755.45	\$9,738.59	\$5,815.00		>20% below		12.5%			7	7	7	7	7	7	7
t014	Belvidere	\$52,204.00	69.23		10		\$754.07	\$5,220.40	\$4,651.00		>20% below		-10.0%			7	4	7	7	5	7	7
t122	Mendon	\$139,424.19	185.14		9		\$753.07	\$15,491.58	\$5,561.00		>20% below		7.6%			6	4	4	4	6	7	7
t238	West Windso	\$121,505.75	162.46		18		\$747.91	\$6,750.32	\$6,435.00		>20% below		24.5%			7	7	4	4	6	6	7
t135	Newark	\$65,123.46	87.30		10		\$745.97	\$6,512.35	\$5,591.00		>20% below		8.1%			7	7	7	6	7	7	7
t240	Wheelock	\$89,001.84	120.50		12		\$738.60	\$7,416.82	\$4,640.00		>20% below		-10.3%			5	7	4	5	7	7	7
t177	St. Albans	\$789,936.05	1,075.03		104		\$734.80	\$7,595.54	\$4,555.00		>20% below		-11.9%			7	7	7	7	7	7	7
t077	Fletcher	\$162,079.00	221.83		28		\$730.65	\$5,788.54	\$4,887.00		>20% below		-5.5%			7	7	7	7	7	7	7
t022	Bolton	\$149,670.00	205.43		25		\$728.57	\$5,986.80	\$4,628.00		>20% below		-10.5%			7	7	7	7	7	7	7
t187	Sheldon	\$342,841.79	470.75		45		\$728.29	\$7,618.71	\$4,525.00		>20% below		-12.5%			7	4	4	4	7	5	7
t141	North Benni	\$230,156.11	316.53		34		\$727.12	\$6,769.30	\$4,471.00		>20% below		-13.5%			3	3	4	4	4	4	7
t151	Peacham	\$108,648.16	150.95		16		\$719.76	\$6,790.51	\$5,211.00		>20% below		0.8%			4	7	7	7	7	7	7
t153	Pittsfield	\$39,531.98	55.48		4		\$712.54	\$9,883.00	\$5,906.00		>20% below		14.2%			5	7	7	7	7	3	7
t049	Clarendon	\$383,665.00	539.45		68		\$711.22	\$5,642.13	\$4,786.00		>20% below		-7.4%			7	7	7	7	7	7	7
t072	Fairfield	\$275,776.58	394.39		28		\$699.25	\$9,849.16	\$4,965.00		>20% below		-4.0%			4	1	1	2	4	7	7
t036	Burke	\$195,139.70	280.19		18		\$696.45	\$10,841.09	\$5,159.00		>20% below		-0.2%			7	7	7	7	7	7	7
t050	Colchester	\$1,680,897.89	2,439.03		217		\$689.17	\$7,746.07	\$4,590.00		>20% below		-11.2%			7	7	7	7	7	7	7
t005	Arlington	\$325,575.83	472.54		46		\$688.99	\$7,077.74	\$4,979.00		>20% below		-3.7%			6	7	7	7	7	7	7
t128	Montgomery	\$104,721.04	152.38		15		\$687.24	\$6,981.40	\$5,225.00		>20% below		1.1%			4	7	7	7	6	7	7
t156	Plymouth	\$43,617.87	63.95		6		\$682.06	\$7,269.65	\$5,416.00		>20% below		4.8%			1	4	7	1	1	4	7

LEA	Town Name	FY98 Formula Eligible Cost	K-12 Resident ADM	K-12 Child Count	FY98		Category for Eligible Cost per ADM relative to State Average	FY98 Regular Education Expense per Pupil % From State Avg.	From FY92 to FY98: Special Education Spending Category by Fiscal Year								
					Formula Eligible Cost per ADM	Formula Eligible Cost per Child Count			Regular Education Expense per Pupil	Regular Education Expense per Pupil % From State Avg.	92	93	94	95	96	97	98
t140	Newport To	\$177,351.85	262.02	34	\$676.86	\$5,216.23	\$4,507.00	-12.8%	>20% below	1	1	1	1	1	4	7	
t218	Walden	\$99,582.83	147.79	9	\$673.81	\$11,064.76	\$5,251.00	1.6%	>20% below	4	4	7	7	7	7	7	
t190	Shrewsbury	\$140,608.00	210.96	22	\$666.51	\$6,391.27	\$4,676.00	-9.6%	>20% below	6	4	4	7	7	7	7	
t146	Orange	\$130,985.89	198.50	23	\$659.88	\$5,695.04	\$4,521.00	-12.6%	>20% below	7	7	7	7	7	7	7	
t105	Jay	\$52,589.30	79.99	9	\$657.45	\$5,843.26	\$5,035.00	-2.6%	>20% below	7	4	4	1	1	4	7	
t194	Stamford	\$90,215.69	137.63	9	\$655.49	\$10,023.97	\$4,805.00	-7.1%	>20% below	4	7	7	7	7	7	7	
t013	Barton ID	\$210,867.00	324.69	35	\$649.44	\$6,024.77	\$5,607.00	8.5%	>20% below	6	6	6	7	7	7	7	
t131	Morgan	\$71,860.97	110.83	14	\$648.39	\$5,132.93	\$4,616.00	-10.7%	>20% below	7	7	4	7	7	7	7	
t210	Tunbridge	\$152,875.00	236.88	31	\$645.37	\$4,931.45	\$4,949.00	-4.3%	>20% below	7	7	7	7	7	7	7	
t170	Roxbury	\$76,860.00	121.00	16	\$635.21	\$4,803.75	\$5,664.00	9.5%	>20% below	3	1	3	4	7	7	7	
t221	Wardsboro	\$79,707.00	126.00	12	\$632.60	\$6,642.25	\$5,650.00	9.3%	>20% below	7	7	7	7	7	7	7	
t252	Woodford	\$45,025.69	71.30	2	\$631.50	\$22,512.85	\$3,321.00	-35.8%	>20% below	1	1	7	7	4	7	7	
t054	Coventry	\$122,647.90	195.68	30	\$626.78	\$4,088.26	\$4,654.00	-10.0%	>20% below	5	7	7	7	3	4	7	
t186	Shelburne	\$702,918.00	1,159.09	76	\$606.44	\$9,248.92	\$5,785.00	11.9%	>20% below	7	7	7	7	7	7	7	
t148	Orwell	\$146,587.00	242.90	25	\$603.49	\$5,863.48	\$4,559.00	-11.8%	>20% below	7	7	7	4	4	6	7	
t064	East Haven	\$41,128.35	68.27	8	\$602.44	\$5,141.04	\$5,202.00	0.6%	>20% below	7	7	7	7	5	7	7	
t227	Weathersfie	\$231,878.32	402.80	47	\$575.67	\$4,933.58	\$5,334.00	3.2%	>20% below	4	4	7	7	7	7	7	
t184	Sharon	\$139,745.00	253.78	27	\$550.65	\$5,175.74	\$5,200.00	0.6%	>20% below	7	7	7	7	7	7	7	
t017	Benson	\$97,907.00	182.71	15	\$535.86	\$6,527.13	\$4,302.00	-16.8%	>20% below	2	4	7	6	7	7	7	
t192	South Hero	\$164,608.10	309.34	26	\$532.13	\$6,331.08	\$5,607.00	8.5%	>20% below	7	7	7	6	7	7	7	
t045	Charlotte	\$376,720.00	729.00	47	\$516.76	\$8,015.32	\$5,606.00	8.4%	>20% below	7	7	7	6	6	7	7	
t114	Lowell	\$75,384.84	158.31	18	\$476.18	\$4,188.05	\$3,795.00	-26.6%	>20% below	7	7	7	7	7	7	7	
t021	Bloomfield	\$25,095.64	53.40	6	\$469.96	\$4,182.61	\$4,591.00	-11.2%	>20% below	7	7	7	7	7	7	7	
t051	Concord	\$82,841.17	185.00	14	\$447.79	\$5,917.23	\$5,383.00	4.1%	>20% below	1	7	7	7	7	7	7	
t080	Glover	\$68,732.00	153.80	11	\$446.89	\$6,248.36	\$5,631.00	8.9%	>20% below	7	7	7	7	7	7	7	
t195	Stannard	\$28,547.00	64.53	4	\$442.38	\$7,136.75	\$4,956.00	-4.2%	>20% below	1	3	4	7	7	7	7	
t067	Elmore	\$70,575.00	170.49	3	\$413.95	\$23,525.00	\$3,879.00	-25.0%	>20% below	6	7	7	7	7	7	7	
t144	Norton	\$8,865.00	22.00	2	\$402.95	\$4,432.50	\$5,905.00	14.2%	>20% below	7	7	7	7	7	7	7	
t147	Orleans ID	\$73,017.00	181.74	12	\$401.77	\$6,084.75	\$5,156.00	-0.3%	>20% below	7	7	7	7	7	7	7	
t225	Waterford	\$83,089.26	209.00	8	\$397.56	\$10,386.16	\$5,492.00	6.2%	>20% below	7	7	7	7	7	7	7	
t002	Albany	\$59,592.00	151.13	14	\$394.31	\$4,256.57	\$5,759.00	11.4%	>20% below	7	7	7	7	7	7	7	
t206	Tinmouth	\$39,992.00	109.36	8	\$365.69	\$4,999.00	\$5,257.00	1.7%	>20% below	7	1	4	4	7	7	7	
t103	Isle La Mot	\$25,029.37	70.23	8	\$356.39	\$3,128.67	\$4,851.00	-6.2%	>20% below	7	7	7	7	7	7	7	
t102	Irasburg	\$77,227.00	224.21	21	\$344.44	\$3,677.48	\$4,550.00	-12.0%	>20% below	7	7	7	7	7	7	7	
t230	West Fairle	\$33,642.84	107.74	18	\$312.26	\$1,869.05	\$5,807.00	12.3%	>20% below	3	2	6	7	7	7	7	
t109	Landgrove	\$9,332.00	30.00	0	\$311.07	ERR	\$6,567.00	27.0%	>20% below	7	7	7	7	7	7	7	

IEA	Town Name	FY98 Formula Eligible Cost	K-12 Resident ADM	K-12 Child Count	Formula Eligible Cost per ADM	Formula Eligible Cost per Child Count	FY98 Regular Education Expense per Pupil	Category for Eligible Cost per ADM relative to State Average	FY98 Regular Education Expense per Pupil % From State Avg	From FY92 to FY98: Special Education Spending Category by Fiscal Year						
										92	93	94	95	96	97	98
1034	Brownington	\$50,292.00	163.90	16	\$306.85	\$3,143.25	\$4,511.00	>20% below	-12.8%	7	7	7	7	7	7	7
1074	Fairlee	\$51,754.67	188.00	14	\$275.29	\$3,696.76	\$6,368.00	>20% below	23.2%	7	7	7	7	7	7	7
1174	Rutland Tow	\$165,280.21	654.69	23	\$252.46	\$7,186.10	\$6,030.00	>20% below	16.6%	7	7	7	7	7	7	7
1235	Westmore	\$11,413.00	50.59	3	\$225.60	\$3,804.33	\$4,143.00	>20% below	-19.9%	7	4	1	1	4	7	7
1111	Lemington	\$3,000.00	15.00	0	\$200.00	ERR	\$5,568.00	>20% below	7.7%	7	7	7	7	7	7	7
1233	West Haven	\$9,447.00	54.48	7	\$173.40	\$1,349.57	\$4,979.00	>20% below	-3.7%	5	7	7	7	7	7	7
1200	Stratton	\$4,549.00	28.00	0	\$162.46	ERR	\$6,773.00	>20% below	31.0%	7	7	6	7	7	7	7
1108	Kirby	\$9,727.86	80.36	3	\$121.05	\$3,242.62	\$5,768.00	>20% below	11.6%	7	7	7	7	7	7	7
1035	Brunswick	\$3,894.07	36.00	2	\$108.17	\$1,947.04	\$4,858.00	>20% below	-6.0%	7	7	7	7	7	7	7
1216	Victory	\$176.81	4.00	0	\$44.20	ERR	\$5,635.00	>20% below	9.0%	7	7	7	7	7	7	7
1088	Guildhall	\$2,174.75	63.63	7	\$34.18	\$310.68	\$5,161.00	>20% below	-0.2%	7	7	7	7	7	7	7
1118	Maidstone	\$771.02	23.00	3	\$33.52	\$257.01	\$5,307.00	>20% below	2.7%	7	7	7	7	7	7	7
1083	Granby	\$353.62	21.00	0	\$16.84	ERR	\$4,653.00	>20% below	-10.0%	1	1	7	7	7	7	7
TOTAL/AV		\$101,661,235	103,824	11,547	\$931.25		\$5,168.53									

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FY98 Summary of School District Special Education and Regular Education Spending Sorted in descending order of the sum of special education formula eligible cost plus regular education cost divided by ADM

(Regular Education Cost is the current expense for the school district, which reflects the average cost of educating students whom the district is responsible for educating. Regular education cost is for pre-kindergarten through grade 12.)

LEA	Town Name	K-12 Resident ADM	K-12 Child Count	School District Costs			Per ADM Costs			Percent from State Average		
				FY98 Special Ed. Formula Eligible Cost	FY98 Regular Education Cost	Formula Eligible Cost plus Regular Educ. Cost	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM
t236	Weston	99.00	12	\$211,001	\$636,129	\$847,130	\$2,131.32	\$6,425.55	\$8,556.87	128.9%	22.5%	38.5%
t251	Woodbury	146.15	27	\$312,940	\$912,010	\$1,224,950	\$2,141.22	\$6,240.23	\$8,381.46	129.9%	19.0%	35.7%
t248	Winhall	91.00	6	\$75,854	\$686,620	\$762,474	\$833.56	\$7,545.27	\$8,378.84	-10.5%	43.9%	35.7%
t246	Windham	48.00	3	\$67,726	\$334,324	\$402,050	\$1,410.96	\$6,965.08	\$8,376.04	51.5%	32.8%	35.6%
t113	Londonderry	299.98	42	\$362,996	\$2,121,740	\$2,484,736	\$1,210.07	\$7,072.94	\$8,283.01	29.9%	34.8%	34.1%
t242	Whitingham	234.00	24	\$340,554	\$1,577,612	\$1,918,166	\$1,455.36	\$6,741.93	\$8,197.29	56.3%	28.5%	32.7%
t137	Newfane	268.00	36	\$525,832	\$1,662,974	\$2,188,806	\$1,962.06	\$6,205.13	\$8,167.19	110.7%	18.3%	32.2%
t197	Stockbridge	98.76	9	\$108,665	\$685,367	\$794,032	\$1,100.29	\$6,939.72	\$8,040.01	18.2%	32.3%	30.2%
t053	Cornwall	208.36	14	\$181,138	\$1,469,639	\$1,650,777	\$869.35	\$7,053.36	\$7,922.72	-6.6%	34.5%	28.3%
t082	Grafton	91.06	15	\$113,371	\$607,850	\$721,221	\$1,245.01	\$6,675.27	\$7,920.28	33.7%	27.3%	28.2%
t143	North Hero	117.95	12	\$115,068	\$811,207	\$926,275	\$975.56	\$6,877.55	\$7,853.11	4.8%	31.1%	27.1%
t182	Searsburg	15.50	3	\$19,803	\$100,107	\$119,910	\$1,277.59	\$6,458.52	\$7,736.10	37.2%	23.1%	25.3%
t253	Woodstock	566.19	67	\$855,039	\$3,523,737	\$4,378,776	\$1,510.16	\$6,223.59	\$7,733.76	62.2%	18.7%	25.2%
t202	Sunderland	147.80	19	\$216,903	\$923,452	\$1,140,355	\$1,467.54	\$6,247.98	\$7,715.53	57.6%	19.1%	24.9%
t075	Fayston	176.80	20	\$234,048	\$1,121,412	\$1,355,460	\$1,323.80	\$6,342.83	\$7,666.63	42.2%	20.9%	24.1%
t059	Dorset	357.66	32	\$398,883	\$2,339,265	\$2,738,148	\$1,115.26	\$6,540.47	\$7,655.73	19.8%	24.7%	24.0%
t180	Salisbury	202.25	31	\$215,009	\$1,332,699	\$1,547,708	\$1,063.09	\$6,589.36	\$7,652.45	14.2%	25.6%	23.9%
t060	Dover	207.00	16	\$202,804	\$1,379,214	\$1,582,018	\$979.73	\$6,662.87	\$7,642.60	5.2%	27.0%	23.7%
t245	Wilmington	402.44	43	\$337,834	\$2,533,222	\$3,071,056	\$1,336.43	\$6,294.66	\$7,631.09	43.5%	20.0%	23.6%
t231	Westfield	64.18	13	\$102,270	\$386,929	\$489,199	\$1,593.48	\$6,028.81	\$7,622.29	71.1%	14.9%	23.4%
t208	Townshend	170.88	16	\$215,713	\$1,083,498	\$1,299,211	\$1,262.37	\$6,340.70	\$7,603.06	35.6%	20.9%	23.1%
t168	Rochester	199.00	36	\$218,741	\$1,286,839	\$1,505,580	\$1,099.20	\$6,466.53	\$7,565.73	18.0%	23.3%	22.5%
t222	Warren	280.60	24	\$344,126	\$1,768,619	\$2,112,745	\$1,226.39	\$6,302.99	\$7,529.38	31.7%	20.2%	21.9%
t152	Peru	72.00	7	\$74,965	\$466,855	\$541,820	\$1,041.18	\$6,484.10	\$7,525.28	11.8%	23.6%	21.8%
t055	Craftsbury	176.28	17	\$193,018	\$1,124,631	\$1,317,649	\$1,094.95	\$6,379.80	\$7,474.75	17.6%	21.6%	21.0%
t115	Ludlow	386.39	39	\$358,686	\$2,527,319	\$2,886,005	\$928.30	\$6,540.85	\$7,469.15	-0.3%	24.7%	20.9%
t038	Cabot	244.67	29	\$307,450	\$1,513,475	\$1,820,925	\$1,256.59	\$6,185.78	\$7,442.37	34.9%	17.9%	20.5%
t008	Baltimore	32.00	5	\$42,080	\$194,147	\$236,227	\$1,315.00	\$6,067.09	\$7,382.09	41.2%	15.7%	19.5%
t189	Shoreham	232.88	22	\$236,359	\$1,481,575	\$1,717,934	\$1,014.94	\$6,361.97	\$7,376.91	9.0%	21.3%	19.4%
t069	Essex Junct	1,663.50	109	\$1,998,417	\$10,249,903	\$12,248,320	\$1,201.33	\$6,161.65	\$7,362.98	29.0%	17.5%	19.2%

LEA	Town Name	K-12 Resident ADM	K-12 Child Count	School District Costs				Per ADM Costs				Percent from State Average			
				FY98 Special Ed. Formula Eligible Cost	FY98 Regular Education Cost	Formula Eligible Cost plus Regular Educ. Cost		Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM		
t028	Bridgewater	148.00	19	\$198,687	\$889,666	\$1,088,353	\$1,342.48	\$6,011.26	\$7,353.74	44.2%	14.6%	58.8%	19.1%		
t167	Ripton	100.20	9	\$96,267	\$640,395	\$736,662	\$960.75	\$6,391.17	\$7,351.92	3.2%	21.8%	25.0%	19.0%		
t238	West Windso	162.46	18	\$121,506	\$1,069,593	\$1,191,099	\$747.91	\$6,583.73	\$7,331.64	-19.7%	25.5%	5.8%	18.7%		
t145	Norwich	802.63	49	\$726,186	\$5,134,562	\$5,860,748	\$904.76	\$6,397.17	\$7,301.93	-2.8%	22.0%	24.8%	18.2%		
t119	Manchester	731.27	86	\$1,110,639	\$4,228,486	\$5,339,125	\$1,518.78	\$5,782.39	\$7,301.17	63.1%	10.2%	11.4%	18.2%		
t129	Montpelier	1,194.57	155	\$1,631,644	\$7,016,146	\$8,647,790	\$1,365.88	\$5,873.37	\$7,239.25	46.7%	12.0%	18.7%	17.2%		
t160	Proctor	336.87	29	\$300,642	\$2,123,879	\$2,424,521	\$892.46	\$6,304.74	\$7,197.20	-4.2%	20.2%	26.4%	16.5%		
t009	Barnard	166.54	22	\$197,650	\$997,224	\$1,194,874	\$1,186.80	\$5,987.89	\$7,174.70	27.4%	14.2%	15.6%	16.2%		
t214	Vernon	412.46	47	\$368,731	\$2,587,535	\$2,956,266	\$893.98	\$6,273.42	\$7,167.40	-4.0%	19.6%	23.6%	16.0%		
t061	Dummerston	299.35	23	\$541,484	\$1,600,147	\$2,141,631	\$1,808.87	\$5,345.41	\$7,154.27	94.2%	1.9%	26.1%	15.8%		
t123	Middlebury	1,084.48	125	\$1,093,020	\$6,637,839	\$7,730,859	\$1,007.88	\$6,120.76	\$7,128.63	8.2%	16.7%	24.9%	15.4%		
t188	Sherburne	165.00	13	\$144,624	\$1,026,024	\$1,170,648	\$876.51	\$6,218.33	\$7,094.84	-5.9%	18.6%	25.6%	14.9%		
t191	South Burli	2,364.01	229	\$2,493,412	\$14,160,212	\$16,653,624	\$1,054.74	\$5,989.91	\$7,044.65	13.3%	14.2%	27.5%	14.1%		
t039	Calais	298.00	37	\$358,310	\$1,740,193	\$2,098,503	\$1,202.38	\$5,839.57	\$7,041.96	29.1%	11.3%	30.4%	14.0%		
t200	Stratton	28.00	0	\$4,549	\$192,004	\$196,553	\$162.46	\$6,857.29	\$7,019.75	-82.6%	30.7%	37.7%	13.7%		
t229	Wells River	72.53	12	\$102,107	\$404,990	\$507,097	\$1,407.79	\$5,583.76	\$6,991.55	51.2%	6.5%	12.7%	13.2%		
t130	Moretown	309.23	44	\$375,515	\$1,779,135	\$2,154,650	\$1,214.35	\$5,753.44	\$6,967.79	30.4%	9.7%	19.4%	12.8%		
t254	Worcester	168.04	25	\$237,951	\$931,949	\$1,169,900	\$1,416.04	\$5,546.00	\$6,962.03	52.1%	5.7%	28.8%	12.7%		
t125	Middletown	135.28	20	\$241,508	\$698,266	\$939,774	\$1,785.25	\$5,161.64	\$6,946.88	91.7%	-1.6%	30.1%	12.5%		
t201	Sudbury	82.00	6	\$102,875	\$464,216	\$567,091	\$1,254.57	\$5,661.17	\$6,915.74	34.7%	7.9%	42.6%	12.0%		
t198	Stowe	661.57	58	\$558,797	\$4,015,912	\$4,574,709	\$844.65	\$6,070.28	\$6,914.93	-9.3%	15.7%	25.0%	12.0%		
t065	East Montpe	438.10	32	\$481,836	\$2,535,523	\$3,017,359	\$1,099.83	\$5,787.54	\$6,887.38	18.1%	10.3%	28.4%	11.5%		
t046	Chelsea	219.29	34	\$343,025	\$1,166,046	\$1,509,071	\$1,564.25	\$5,317.37	\$6,881.62	68.0%	1.4%	39.4%	11.4%		
t109	Landgrove	30.00	0	\$9,332	\$197,023	\$206,355	\$311.07	\$6,567.43	\$6,878.50	-66.6%	25.2%	32.2%	11.4%		
t149	Panton	117.93	9	\$147,512	\$663,450	\$810,962	\$1,250.84	\$5,625.79	\$6,876.64	34.3%	7.3%	41.6%	11.3%		
t020	Bethel	366.87	50	\$552,479	\$1,961,765	\$2,514,244	\$1,505.93	\$5,347.30	\$6,853.23	61.7%	1.9%	43.6%	11.0%		
t070	Essex Town	2,093.20	136	\$2,392,489	\$11,945,542	\$14,338,031	\$1,142.98	\$5,706.83	\$6,849.81	22.7%	8.8%	51.5%	10.9%		
t027	Brattleboro	1,819.01	217	\$2,410,210	\$10,015,131	\$12,425,341	\$1,325.01	\$5,505.81	\$6,830.83	42.3%	5.0%	47.3%	10.6%		
t169	Rockingham	1,043.28	197	\$1,500,728	\$5,599,433	\$7,100,161	\$1,438.47	\$5,367.14	\$6,805.61	54.5%	2.3%	56.8%	10.2%		
t217	Waitsfield	267.45	29	\$256,993	\$1,557,722	\$1,814,715	\$960.90	\$5,824.35	\$6,785.25	3.2%	11.0%	14.2%	9.9%		
t006	Athens	47.43	7	\$69,020	\$252,762	\$321,782	\$1,455.20	\$5,329.16	\$6,784.36	56.3%	1.6%	57.9%	9.8%		
t244	Williston	1,218.80	100	\$1,009,675	\$7,231,067	\$8,240,742	\$828.42	\$5,932.94	\$6,761.36	-11.0%	13.1%	24.1%	9.5%		
t162	Randolph	826.63	104	\$1,023,936	\$4,534,516	\$5,558,452	\$1,238.69	\$5,485.54	\$6,724.23	33.0%	4.6%	37.6%	8.9%		
t074	Fairlee	188.00	14	\$51,755	\$1,209,934	\$1,261,689	\$275.29	\$6,435.82	\$6,711.11	-70.4%	22.7%	29.7%	8.7%		
t048	Chittenden	247.92	19	\$211,603	\$1,450,902	\$1,662,505	\$853.51	\$5,852.30	\$6,705.81	-8.3%	11.6%	19.9%	8.6%		
t032	Brookfield	238.82	21	\$228,258	\$1,372,470	\$1,600,728	\$955.78	\$5,746.88	\$6,702.66	2.6%	9.6%	12.2%	8.5%		
t029	Bridport	219.08	32	\$215,914	\$1,249,973	\$1,465,887	\$985.55	\$5,705.56	\$6,691.10	5.8%	8.8%	14.6%	8.3%		

LEA	Town Name	K-12 Resident ADM	K-12 Child Count	School District Costs				Per ADM Costs				Percent from State Average			
				FY98 Special Ed. Formula Eligible Cost	FY98 Regular Education Cost		Formula Eligible Cost plus Regular Educ. Cost	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM	Formula Eligible Cost per ADM	Regular Education Cost per ADM
					Formula	Cost									
t120	Marlboro	156.69	18	\$168,168	\$873,288		\$1,041,456	\$1,073.25	\$5,573.35	\$6,646.60	15.2%	6.3%	15.2%	7.6%	7.6%
t239	Weybridge	137.90	7	\$121,700	\$794,218		\$915,918	\$882.52	\$5,759.38	\$6,641.90	-5.2%	9.8%	-5.2%	7.5%	7.5%
t161	Putney	345.50	41	\$490,313	\$1,803,456		\$2,293,769	\$1,419.14	\$5,219.84	\$6,638.98	52.4%	-0.5%	52.4%	7.5%	7.5%
t154	Pittsford	541.76	62	\$659,513	\$2,935,973		\$3,595,486	\$1,217.35	\$5,419.32	\$6,636.68	30.7%	3.3%	30.7%	7.5%	7.5%
t153	Pittsfield	55.48	4	\$39,532	\$327,659		\$367,191	\$712.54	\$5,905.89	\$6,618.44	-23.5%	12.6%	-23.5%	7.2%	7.2%
t203	Sutton	207.78	18	\$161,639	\$1,212,039		\$1,373,678	\$777.93	\$5,833.28	\$6,611.21	-16.5%	11.2%	-16.5%	7.0%	7.0%
t199	Strafford	219.15	17	\$165,556	\$1,283,164		\$1,448,720	\$755.45	\$5,855.19	\$6,610.63	-18.9%	11.6%	-18.9%	7.0%	7.0%
t178	St. George	156.40	17	\$161,702	\$859,394		\$1,021,096	\$1,033.90	\$5,494.85	\$6,528.75	11.0%	4.8%	11.0%	5.7%	5.7%
t124	Middlesex	320.33	30	\$346,982	\$1,740,686		\$2,087,668	\$1,083.20	\$5,434.04	\$6,517.24	16.3%	3.6%	16.3%	5.5%	5.5%
t157	Pomfret	173.26	11	\$197,784	\$928,479		\$1,126,263	\$1,141.54	\$5,358.88	\$6,500.42	22.6%	2.2%	22.6%	5.2%	5.2%
t087	Groton	159.19	19	\$227,299	\$807,092		\$1,034,391	\$1,427.84	\$5,069.99	\$6,497.84	53.3%	-3.3%	53.3%	5.2%	5.2%
t209	Troy	262.65	58	\$364,146	\$1,336,670		\$1,700,816	\$1,386.43	\$5,089.17	\$6,475.60	48.9%	-3.0%	48.9%	4.8%	4.8%
t037	Burlington	3,619.20	474	\$2,834,100	\$20,568,793		\$23,402,893	\$783.07	\$5,683.24	\$6,466.32	-15.9%	8.4%	-15.9%	4.7%	4.7%
t175	Ryegate	231.94	29	\$303,803	\$1,195,709		\$1,499,512	\$1,309.83	\$5,155.25	\$6,465.09	40.7%	-1.7%	40.7%	4.7%	4.7%
t133	Mt. Holly	225.62	33	\$200,461	\$1,253,274		\$1,453,735	\$888.49	\$5,554.80	\$6,443.29	-4.6%	5.9%	-4.6%	4.3%	4.3%
t081	Goshen	46.30	4	\$47,769	\$250,372		\$298,141	\$1,031.72	\$5,407.60	\$6,439.32	10.8%	3.1%	10.8%	4.3%	4.3%
t043	Cavendish	196.92	37	\$259,234	\$1,005,169		\$1,264,403	\$1,316.44	\$5,104.45	\$6,420.90	41.4%	-2.7%	41.4%	4.0%	4.0%
t076	Ferrisburgh	376.45	51	\$354,859	\$2,055,428		\$2,410,287	\$942.65	\$5,460.03	\$6,402.67	1.2%	4.1%	1.2%	3.7%	3.7%
t092	Hardwick	612.50	84	\$701,934	\$3,214,776		\$3,916,710	\$1,146.01	\$5,248.61	\$6,394.63	23.1%	0.1%	23.1%	3.5%	3.5%
t170	Roxbury	121.00	16	\$76,860	\$696,620		\$773,480	\$635.21	\$5,757.19	\$6,392.40	-31.8%	9.8%	-31.8%	3.5%	3.5%
t186	Shelburne	1,159.09	76	\$702,918	\$6,704,948		\$7,407,866	\$606.44	\$5,784.67	\$6,391.11	-34.9%	10.3%	-34.9%	3.5%	3.5%
t090	Halifax	113.00	14	\$127,377	\$593,978		\$721,355	\$1,127.23	\$5,256.44	\$6,383.67	21.0%	0.2%	21.0%	3.4%	3.4%
t179	St. Johnsbu	1,306.52	109	\$1,159,960	\$7,162,705		\$8,322,665	\$887.82	\$5,482.28	\$6,370.10	-4.7%	4.5%	-4.7%	3.1%	3.1%
t215	Vershire	133.20	26	\$139,095	\$707,662		\$846,757	\$1,044.25	\$5,312.78	\$6,357.03	12.1%	1.3%	12.1%	2.9%	2.9%
t150	Pawlet	239.25	30	\$409,001	\$1,109,923		\$1,518,924	\$1,709.51	\$4,639.18	\$6,348.69	83.6%	-11.6%	83.6%	2.8%	2.8%
t135	Newark	87.30	10	\$65,123	\$488,098		\$553,221	\$745.97	\$5,591.04	\$6,337.02	-19.9%	6.6%	-19.9%	2.6%	2.6%
t010	Barnet	357.79	25	\$280,106	\$1,983,567		\$2,263,673	\$782.88	\$5,543.94	\$6,326.82	-15.9%	5.7%	-15.9%	2.4%	2.4%
t221	Wardsboro	126.00	12	\$79,707	\$717,408		\$797,115	\$632.60	\$5,693.71	\$6,326.31	-32.1%	8.6%	-32.1%	2.4%	2.4%
t223	Washington	181.33	27	\$193,307	\$952,975		\$1,146,282	\$1,066.05	\$5,255.47	\$6,321.52	14.5%	0.2%	14.5%	2.4%	2.4%
t122	Mendon	185.14	9	\$139,424	\$1,029,643		\$1,169,067	\$753.07	\$5,561.43	\$6,314.50	-19.1%	6.0%	-19.1%	2.2%	2.2%
t144	Norton	22.00	2	\$8,865	\$129,901		\$138,766	\$402.95	\$5,904.59	\$6,307.55	-56.7%	12.6%	-56.7%	2.1%	2.1%
t220	Walham	104.12	6	\$121,529	\$534,015		\$655,544	\$1,167.20	\$5,128.84	\$6,296.04	25.3%	-2.2%	25.3%	1.9%	1.9%
t174	Rutland Tow	654.69	23	\$165,280	\$3,950,347		\$4,115,627	\$252.46	\$6,033.92	\$6,286.38	-72.9%	15.0%	-72.9%	1.8%	1.8%
t047	Chester	583.65	88	\$652,778	\$3,016,095		\$3,668,873	\$1,118.44	\$5,167.64	\$6,286.08	20.1%	-1.5%	20.1%	1.8%	1.8%
t250	Wolcott	280.84	39	\$299,084	\$1,465,350		\$1,764,434	\$1,064.96	\$5,217.74	\$6,282.70	14.4%	-0.5%	14.4%	1.7%	1.7%
t013	Barton ID	324.69	35	\$210,867	\$1,820,578		\$2,031,445	\$649.44	\$5,607.13	\$6,256.57	-30.3%	6.9%	-30.3%	1.3%	1.3%
t104	Jamaica	139.27	13	\$148,417	\$721,999		\$870,416	\$1,065.68	\$5,184.17	\$6,249.85	14.4%	-1.2%	14.4%	1.2%	1.2%

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					Regular Education Cost	Regular Education Cost									
t205	Thetford	495.48	55	\$420,055	\$2,675,844	\$3,095,899	\$3,095,899	\$847.77	\$5,400.51	\$6,248.28	-9.0%	3.0%	-9.0%	3.0%	1.2%
t216	Victory	4.00	0	\$177	\$24,792	\$24,969	\$24,969	\$44.20	\$6,198.00	\$6,242.20	-95.3%	18.2%	-95.3%	18.2%	1.1%
t086	Greensboro	136.56	21	\$156,422	\$693,812	\$850,234	\$850,234	\$1,145.45	\$5,080.64	\$6,226.08	23.0%	-3.1%	23.0%	-3.1%	0.8%
t218	Walden	147.79	9	\$99,583	\$816,930	\$916,513	\$916,513	\$673.81	\$5,527.64	\$6,201.45	-27.6%	5.4%	-27.6%	5.4%	0.4%
t230	West Fairle	107.74	18	\$33,643	\$634,304	\$667,947	\$667,947	\$312.26	\$5,887.36	\$6,199.62	-66.5%	12.2%	-66.5%	12.2%	0.4%
t192	South Hero	309.34	26	\$164,608	\$1,750,802	\$1,915,410	\$1,915,410	\$532.13	\$5,659.80	\$6,191.93	-42.9%	7.9%	-42.9%	7.9%	0.3%
t023	Bradford ID	550.11	97	\$526,167	\$2,877,131	\$3,403,298	\$3,403,298	\$956.48	\$5,230.10	\$6,186.58	2.7%	-0.3%	2.7%	-0.3%	0.2%
t094	Hartland	608.52	52	\$487,175	\$3,274,949	\$3,762,124	\$3,762,124	\$800.59	\$5,381.83	\$6,182.42	-14.0%	2.6%	-14.0%	2.6%	0.1%
t019	Berlin	528.42	67	\$558,199	\$2,699,856	\$3,258,055	\$3,258,055	\$1,056.35	\$5,109.30	\$6,165.65	13.4%	-2.6%	13.4%	-2.6%	-0.2%
t002	Albany	151.13	14	\$59,592	\$870,381	\$929,973	\$929,973	\$394.31	\$5,759.15	\$6,153.46	-57.7%	9.8%	-57.7%	9.8%	-0.4%
t151	Peacham	150.95	16	\$108,648	\$818,850	\$927,498	\$927,498	\$719.76	\$5,424.64	\$6,144.41	-22.7%	3.4%	-22.7%	3.4%	-0.5%
t181	Sandgate	65.00	7	\$65,655	\$333,605	\$399,260	\$399,260	\$1,010.07	\$5,132.38	\$6,142.45	8.5%	-2.1%	8.5%	-2.1%	-0.5%
t033	Brookline	90.00	2	\$108,651	\$443,822	\$552,473	\$552,473	\$1,207.23	\$4,931.36	\$6,138.59	29.6%	-6.0%	29.6%	-6.0%	-0.6%
t045	Charlotte	729.00	47	\$376,720	\$4,096,254	\$4,472,974	\$4,472,974	\$516.76	\$5,619.00	\$6,135.77	-44.5%	7.1%	-44.5%	7.1%	-0.7%
t234	Westminster	596.76	97	\$646,331	\$3,014,729	\$3,661,060	\$3,661,060	\$1,083.07	\$5,051.83	\$6,134.90	16.3%	-3.7%	16.3%	-3.7%	-0.7%
t156	Plymouth	63.95	6	\$43,618	\$348,001	\$391,619	\$391,619	\$682.06	\$5,441.77	\$6,123.83	-26.8%	3.7%	-26.8%	3.7%	-0.9%
t063	Duxbury	202.70	11	\$203,951	\$1,035,693	\$1,239,644	\$1,239,644	\$1,006.17	\$5,109.49	\$6,115.66	8.0%	-2.6%	8.0%	-2.6%	-1.0%
t225	Waterford	209.00	8	\$83,089	\$1,187,382	\$1,270,471	\$1,270,471	\$397.56	\$5,681.25	\$6,078.81	-57.3%	8.3%	-57.3%	8.3%	-1.6%
t080	Glover	153.80	11	\$68,732	\$866,034	\$934,766	\$934,766	\$446.89	\$5,630.91	\$6,077.80	-52.0%	7.4%	-52.0%	7.4%	-1.6%
t134	Mt. Tabor	32.80	2	\$58,176	\$141,155	\$199,331	\$199,331	\$1,773.66	\$4,303.51	\$6,077.16	90.5%	-18.0%	90.5%	-18.0%	-1.6%
t026	Brandon	787.87	121	\$870,231	\$3,915,655	\$4,785,886	\$4,785,886	\$1,104.54	\$4,969.93	\$6,074.46	18.6%	-5.2%	18.6%	-5.2%	-1.6%
t024	Braintree	232.38	18	\$240,778	\$1,169,778	\$1,410,556	\$1,410,556	\$1,036.14	\$5,033.90	\$6,070.04	11.3%	-4.0%	11.3%	-4.0%	-1.7%
t213	Vergennes I	475.20	54	\$531,117	\$2,340,757	\$2,871,874	\$2,871,874	\$1,117.67	\$4,925.84	\$6,043.51	20.0%	-6.1%	20.0%	-6.1%	-2.2%
t237	West Rutlan	429.19	46	\$409,830	\$2,183,011	\$2,592,841	\$2,592,841	\$954.89	\$5,086.35	\$6,041.24	2.5%	-3.0%	2.5%	-3.0%	-2.2%
t101	Ira	88.23	12	\$71,835	\$460,171	\$532,006	\$532,006	\$814.18	\$5,215.58	\$6,029.76	-12.6%	-0.6%	-12.6%	-0.6%	-2.4%
t018	Berkshire	265.94	33	\$324,380	\$1,278,763	\$1,603,143	\$1,603,143	\$1,219.75	\$4,808.46	\$6,028.21	31.0%	-8.3%	31.0%	-8.3%	-2.4%
t136	Newbury	306.91	26	\$271,197	\$1,578,806	\$1,850,003	\$1,850,003	\$883.64	\$5,144.20	\$6,027.84	-5.1%	-1.9%	-5.1%	-1.9%	-2.4%
t163	Reading	121.93	16	\$132,141	\$601,850	\$733,991	\$733,991	\$1,083.74	\$4,936.03	\$6,019.77	16.4%	-5.9%	16.4%	-5.9%	-2.5%
t056	Danby	243.30	36	\$239,373	\$1,220,634	\$1,460,007	\$1,460,007	\$983.86	\$5,016.99	\$6,000.85	5.6%	-4.3%	5.6%	-4.3%	-2.8%
t249	Winooski ID	809.48	100	\$741,669	\$4,109,233	\$4,850,902	\$4,850,902	\$916.23	\$5,076.39	\$5,992.62	-1.6%	-3.2%	-1.6%	-3.2%	-3.0%
t089	Guilford	394.12	42	\$346,785	\$2,014,805	\$2,361,590	\$2,361,590	\$879.90	\$5,112.16	\$5,992.06	-5.5%	-2.5%	-5.5%	-2.5%	-3.0%
t196	Starksboro	361.26	49	\$395,597	\$1,767,052	\$2,162,649	\$2,162,649	\$1,095.05	\$4,891.36	\$5,986.41	17.6%	-6.7%	17.6%	-6.7%	-3.1%
t036	Burke	280.19	18	\$195,140	\$1,481,704	\$1,676,844	\$1,676,844	\$696.45	\$5,288.21	\$5,984.67	-25.2%	0.8%	-25.2%	0.8%	-3.1%
t051	Concord	185.00	14	\$82,841	\$1,022,807	\$1,105,648	\$1,105,648	\$447.79	\$5,528.69	\$5,976.48	-51.9%	5.4%	-51.9%	5.4%	-3.2%
t110	Leicester	181.20	31	\$190,318	\$891,046	\$1,081,364	\$1,081,364	\$1,050.32	\$4,917.47	\$5,967.79	12.8%	-6.2%	12.8%	-6.2%	-3.4%
t241	Whiting	84.95	17	\$90,876	\$415,362	\$506,238	\$506,238	\$1,069.75	\$4,889.49	\$5,959.24	14.9%	-6.8%	14.9%	-6.8%	-3.5%
t128	Montgomery	152.38	15	\$104,721	\$802,004	\$906,725	\$906,725	\$687.24	\$5,263.18	\$5,950.42	-26.2%	0.3%	-26.2%	0.3%	-3.7%

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						Regular Education Cost	Cost								
t085	Granville	71.00	8	\$84,640	\$337,771	\$422,411	\$1,192.11	\$4,757.34	\$5,949.45	28.0%	-9.3%	-3.7%			
t227	Weathersfield	402.80	47	\$231,878	\$2,164,440	\$2,396,318	\$575.67	\$5,373.49	\$5,949.15	-38.2%	2.4%	-3.7%			
t108	Kirby	80.36	3	\$9,728	\$468,168	\$477,896	\$121.05	\$5,825.88	\$5,946.94	-87.0%	11.1%	-3.7%			
t064	East Haven	68.27	8	\$41,128	\$364,483	\$405,611	\$602.44	\$5,338.85	\$5,941.28	-35.3%	1.8%	-3.8%			
t193	Springfield	1,716.80	228	\$1,893,658	\$8,262,369	\$10,156,027	\$1,103.02	\$4,812.66	\$5,915.67	18.4%	-8.2%	-4.2%			
t052	Corinth	314.58	45	\$272,769	\$1,587,092	\$1,859,861	\$867.09	\$5,045.11	\$5,912.20	-6.9%	-3.8%	-4.3%			
t003	Alburg	298.57	45	\$262,285	\$1,498,422	\$1,760,707	\$878.47	\$5,018.66	\$5,897.13	-5.7%	-4.3%	-4.5%			
t139	Newport City	705.77	110	\$894,698	\$3,260,385	\$4,155,083	\$1,267.69	\$4,619.61	\$5,887.31	36.1%	-11.9%	-4.7%			
t079	Georgia	961.11	99	\$955,793	\$4,696,963	\$5,652,756	\$994.47	\$4,887.02	\$5,881.49	6.8%	-6.8%	-4.8%			
t243	Williamstown	550.00	68	\$568,512	\$2,647,488	\$3,216,000	\$1,033.66	\$4,813.61	\$5,847.27	11.0%	-8.2%	-5.3%			
t185	Sheffield	121.03	19	\$105,592	\$599,532	\$705,124	\$872.44	\$4,953.58	\$5,826.03	-6.3%	-5.6%	-5.7%			
t096	Hinesburg	836.00	113	\$661,268	\$4,207,690	\$4,868,958	\$790.99	\$5,033.12	\$5,824.11	-15.1%	-4.0%	-5.7%			
t011	Barre City	1,349.69	149	\$1,523,627	\$6,305,803	\$7,829,430	\$1,128.87	\$4,672.04	\$5,800.91	21.2%	-10.9%	-6.1%			
t142	Northfield	841.21	125	\$1,091,353	\$3,787,762	\$4,879,115	\$1,297.36	\$4,502.75	\$5,800.12	39.3%	-14.2%	-6.1%			
t232	Westford	446.74	37	\$372,408	\$2,213,411	\$2,585,819	\$833.61	\$4,954.58	\$5,788.20	-10.5%	-5.5%	-6.3%			
t184	Sharon	253.78	27	\$139,745	\$1,327,914	\$1,467,659	\$550.65	\$5,232.54	\$5,783.19	-40.9%	-0.2%	-6.4%			
t084	Grand Isle	366.84	35	\$302,129	\$1,817,251	\$2,119,380	\$823.60	\$4,953.80	\$5,777.40	-11.6%	-5.6%	-6.5%			
t111	Lemington	15.00	0	\$3,000	\$83,518	\$86,518	\$200.00	\$5,567.87	\$5,767.87	-78.5%	6.2%	-6.6%			
t172	Rupert	111.43	9	\$132,874	\$509,218	\$642,092	\$1,192.44	\$4,569.85	\$5,762.29	28.0%	-12.9%	-6.7%			
t015	Bennington	2,456.58	430	\$2,613,515	\$11,531,799	\$14,145,314	\$1,063.88	\$4,694.25	\$5,758.13	14.2%	-10.5%	-6.8%			
t004	Andover	58.11	2	\$53,865	\$280,143	\$334,008	\$926.95	\$4,820.91	\$5,747.86	-0.5%	-8.1%	-6.9%			
t040	Cambridge	572.89	34	\$653,397	\$2,639,142	\$3,292,539	\$1,140.53	\$4,606.72	\$5,747.24	22.5%	-12.2%	-6.9%			
t005	Arlington	472.54	46	\$325,576	\$2,387,433	\$2,713,009	\$688.99	\$5,052.34	\$5,741.33	-26.0%	-3.7%	-7.0%			
t219	Wallingford	433.49	46	\$358,110	\$2,129,743	\$2,487,853	\$826.11	\$4,913.02	\$5,739.12	-11.3%	-6.3%	-7.1%			
t073	Fair Haven	594.78	76	\$606,230	\$2,802,910	\$3,409,140	\$1,019.25	\$4,712.52	\$5,731.77	9.4%	-10.2%	-7.2%			
t171	Royalton	473.46	55	\$401,179	\$2,302,137	\$2,703,316	\$847.33	\$4,862.37	\$5,709.70	-9.0%	-7.3%	-7.6%			
t117	Lyndon	1,037.24	102	\$944,060	\$4,973,801	\$5,917,861	\$910.17	\$4,795.23	\$5,705.39	-2.3%	-8.6%	-7.6%			
t072	Fairfield	394.39	28	\$275,777	\$1,973,870	\$2,249,647	\$699.25	\$5,004.87	\$5,704.12	-24.9%	-4.6%	-7.6%			
t041	Canaan	239.75	14	\$238,673	\$1,128,581	\$1,367,254	\$995.51	\$4,707.32	\$5,702.83	6.9%	-10.3%	-7.7%			
t121	Marshfield	308.78	33	\$351,198	\$1,409,458	\$1,760,656	\$1,137.37	\$4,564.60	\$5,701.98	22.1%	-13.0%	-7.7%			
t012	Barre Town	1,486.70	99	\$1,535,698	\$6,930,081	\$8,465,779	\$1,032.96	\$4,661.38	\$5,694.34	10.9%	-11.1%	-7.8%			
t105	Jay	79.99	9	\$52,589	\$402,718	\$455,307	\$657.45	\$5,034.60	\$5,692.05	-29.4%	-4.0%	-7.8%			
t165	Richford	454.67	81	\$454,691	\$2,132,766	\$2,587,457	\$1,000.05	\$4,690.80	\$5,690.85	7.4%	-10.6%	-7.9%			
t212	Underhill T	544.02	47	\$476,450	\$2,611,419	\$3,087,869	\$875.79	\$4,800.23	\$5,676.02	-6.0%	-8.5%	-8.1%			
t206	Tinmouth	109.36	8	\$39,992	\$578,856	\$618,848	\$365.69	\$5,293.12	\$5,658.81	-60.7%	0.9%	-8.4%			
t049	Clarendon	539.45	68	\$383,665	\$2,668,002	\$3,051,667	\$711.22	\$4,945.78	\$5,657.00	-23.6%	-5.7%	-8.4%			
t176	St. Albans	1,289.95	193	\$1,488,730	\$5,804,544	\$7,293,274	\$1,154.10	\$4,499.82	\$5,653.92	23.9%	-14.2%	-8.5%			

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				FY98 Special Ed. Formula Eligible Cost	FY98 Regular Education Cost	Formula Eligible Cost plus Regular Educ. Cost	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM
t031	Bristol	847.48	91	\$872,029	\$3,916,541	\$4,788,570	\$1,028.97	\$4,621.40	\$5,650.36	10.5%	-11.9%	-8.5%
t127	Monkton	324.63	34	\$252,778	\$1,580,091	\$1,832,869	\$778.67	\$4,867.36	\$5,646.03	-16.4%	-7.2%	-8.6%
t098	Hubbardton	129.04	14	\$112,198	\$613,048	\$725,246	\$869.48	\$4,750.84	\$5,620.32	-6.6%	-9.4%	-9.0%
t228	Wells	199.45	29	\$273,426	\$847,313	\$1,120,739	\$1,370.90	\$4,248.25	\$5,619.15	47.2%	-19.0%	-9.0%
t077	Fletcher	221.83	28	\$162,079	\$1,083,993	\$1,246,072	\$730.65	\$4,886.59	\$5,617.24	-21.5%	-6.8%	-9.1%
t210	Tunbridge	236.88	31	\$152,875	\$1,177,271	\$1,330,146	\$645.37	\$4,969.90	\$5,615.27	-30.7%	-5.2%	-9.1%
t138	New Haven	285.39	35	\$262,559	\$1,338,835	\$1,601,394	\$920.00	\$4,691.25	\$5,611.25	-1.2%	-10.6%	-9.1%
t093	Hartford	1,747.53	249	\$1,588,840	\$8,201,601	\$9,790,441	\$909.19	\$4,693.25	\$5,602.45	-2.4%	-10.5%	-9.3%
t211	Underhill I	353.07	46	\$311,813	\$1,658,102	\$1,969,915	\$883.15	\$4,696.24	\$5,579.39	-5.2%	-10.5%	-9.7%
t007	Bakersfield	273.12	40	\$207,228	\$1,315,013	\$1,522,241	\$758.74	\$4,814.78	\$5,573.52	-18.5%	-8.2%	-9.8%
t155	Plainfield	258.62	25	\$294,972	\$1,144,832	\$1,439,804	\$1,140.56	\$4,426.70	\$5,567.26	22.5%	-15.6%	-9.9%
t158	Poultney	583.44	84	\$630,450	\$2,615,453	\$3,245,903	\$1,080.57	\$4,482.81	\$5,563.39	16.0%	-14.5%	-9.9%
t147	Orleans ID	181.74	12	\$73,017	\$937,110	\$1,010,127	\$401.77	\$5,156.32	\$5,558.09	-56.9%	-1.7%	-10.0%
t126	Milton ID	1,789.36	163	\$1,959,861	\$7,960,434	\$9,920,295	\$1,095.29	\$4,448.76	\$5,544.05	17.6%	-15.2%	-10.2%
t106	Jericho	777.51	61	\$613,647	\$3,678,964	\$4,292,611	\$789.25	\$4,731.73	\$5,520.97	-15.2%	-9.8%	-10.6%
t240	Wheelock	120.50	12	\$89,002	\$573,719	\$662,721	\$738.60	\$4,761.15	\$5,499.76	-20.7%	-9.2%	-11.0%
t194	Stamford	137.63	9	\$90,216	\$666,135	\$756,351	\$655.49	\$4,840.04	\$5,495.54	-29.6%	-7.7%	-11.0%
t042	Castleton	675.93	85	\$539,652	\$3,161,076	\$3,700,728	\$798.38	\$4,676.63	\$5,475.02	-14.3%	-10.8%	-11.4%
t112	Lincoln	207.96	19	\$174,431	\$964,096	\$1,138,527	\$838.77	\$4,635.97	\$5,474.74	-9.9%	-11.6%	-11.4%
t190	Shrewsbury	210.96	22	\$140,608	\$1,009,727	\$1,150,335	\$666.51	\$4,786.34	\$5,452.86	-28.4%	-8.7%	-11.7%
t107	Johnson	439.91	56	\$521,850	\$1,874,221	\$2,396,071	\$1,186.27	\$4,260.46	\$5,446.73	27.4%	-18.8%	-11.8%
t001	Addison	259.56	25	\$204,212	\$1,204,964	\$1,409,176	\$786.76	\$4,642.33	\$5,429.10	-15.5%	-11.5%	-12.1%
t146	Orange	198.50	23	\$130,986	\$943,111	\$1,074,097	\$659.88	\$4,751.19	\$5,411.07	-29.1%	-9.4%	-12.4%
t014	Belvidere	69.23	10	\$52,204	\$321,982	\$374,186	\$754.07	\$4,650.90	\$5,404.97	-19.0%	-11.3%	-12.5%
t195	Stannard	64.53	4	\$28,547	\$319,797	\$348,344	\$442.38	\$4,955.79	\$5,398.17	-52.5%	-5.5%	-12.6%
t044	Charleston	181.10	32	\$151,099	\$825,191	\$976,290	\$834.34	\$4,556.55	\$5,390.89	-10.4%	-13.1%	-12.7%
t099	Huntington	352.36	44	\$296,846	\$1,599,638	\$1,896,484	\$842.45	\$4,539.78	\$5,382.23	-9.5%	-13.4%	-12.9%
t132	Morristown	884.00	84	\$818,071	\$3,925,842	\$4,743,913	\$925.42	\$4,441.00	\$5,366.42	-0.6%	-15.3%	-13.1%
t022	Bolton	205.43	25	\$149,670	\$950,779	\$1,100,449	\$728.57	\$4,628.24	\$5,356.81	-21.8%	-11.8%	-13.3%
t118	Maidstone	23.00	3	\$771	\$122,072	\$122,843	\$33.52	\$5,307.48	\$5,341.00	-96.4%	1.2%	-13.5%
t177	St. Albans	1,075.03	104	\$789,936	\$4,941,759	\$5,731,695	\$734.80	\$4,596.86	\$5,331.66	-21.1%	-12.4%	-13.7%
t050	Colchester	2,439.03	217	\$1,680,898	\$11,301,580	\$12,982,478	\$689.17	\$4,633.64	\$5,322.80	-26.0%	-11.7%	-13.8%
t159	Pownal	625.38	78	\$589,930	\$2,736,366	\$3,326,296	\$943.31	\$4,375.53	\$5,318.84	1.3%	-16.6%	-13.9%
t091	Hancock	69.58	9	\$79,267	\$290,804	\$370,071	\$1,139.23	\$4,179.42	\$5,318.65	22.3%	-20.3%	-13.9%
t095	Highgate	752.47	66	\$729,144	\$3,260,716	\$3,989,860	\$969.00	\$4,333.35	\$5,302.35	4.1%	-17.4%	-14.2%
t183	Shaftsbury	567.84	59	\$534,766	\$2,475,981	\$3,010,747	\$941.75	\$4,360.35	\$5,302.10	1.1%	-16.9%	-14.2%
t173	Rutland Cit	2,461.20	261	\$2,940,484	\$10,102,411	\$13,042,895	\$1,194.74	\$4,104.67	\$5,299.40	28.3%	-21.7%	-14.2%

LEA	Town Name	K-12 Resident ADM	K-12 Child Count	School District Costs			Per ADM Costs		Percent from State Average		
				FY98 Special Ed. Formula Eligible Cost	FY98 Regular Education Cost	Formula Eligible Cost plus Regular Educ. Cost	Formula Eligible Cost per ADM	Regular Education Cost per ADM	Formula Eligible Cost per ADM	Regular Education Cost per ADM	(Formula Eligible Cost + Regular Education Cost) per ADM
t224	Waterbury	859.30	110	\$742,189	\$3,805,827	\$4,548,016	\$863.71	\$4,428.99	-7.3%	-15.6%	-14.3%
t187	Sheldon	470.75	45	\$342,842	\$2,147,170	\$2,490,012	\$728.29	\$4,561.17	-21.8%	-13.0%	-14.4%
t054	Coventry	195.68	30	\$122,648	\$910,620	\$1,033,268	\$626.78	\$4,653.62	-32.7%	-11.3%	-14.5%
t021	Bloomfield	53.40	6	\$25,096	\$256,183	\$281,279	\$469.96	\$4,797.43	-49.5%	-8.5%	-14.7%
t131	Morgan	110.83	14	\$71,861	\$511,587	\$583,448	\$648.39	\$4,615.96	-30.4%	-12.0%	-14.8%
t141	North Benni	316.53	34	\$230,156	\$1,427,451	\$1,657,607	\$727.12	\$4,509.69	-21.9%	-14.0%	-15.2%
t058	Derby	936.53	139	\$810,810	\$4,085,230	\$4,896,040	\$865.76	\$4,362.09	-7.0%	-16.8%	-15.4%
t103	Isle La Mot	70.23	8	\$25,029	\$340,668	\$365,697	\$356.39	\$4,850.75	-61.7%	-7.5%	-15.7%
t057	Danville	388.00	20	\$345,253	\$1,674,561	\$2,019,814	\$889.83	\$4,315.88	-4.4%	-17.7%	-15.7%
t088	Guildhall	63.63	7	\$2,175	\$328,368	\$330,543	\$34.18	\$5,160.58	-96.3%	-1.6%	-15.9%
t071	Fairfax	713.20	48	\$580,831	\$3,122,421	\$3,703,252	\$814.40	\$4,378.04	-12.5%	-16.5%	-15.9%
t148	Orwell	242.90	25	\$146,587	\$1,113,776	\$1,260,363	\$603.49	\$4,585.33	-35.2%	-12.6%	-16.0%
t140	Newport Tow	262.02	34	\$177,352	\$1,181,009	\$1,358,361	\$676.86	\$4,507.32	-27.3%	-14.1%	-16.1%
t204	Swanton	1,243.15	140	\$1,233,884	\$5,206,469	\$6,440,353	\$992.55	\$4,188.13	6.6%	-20.2%	-16.1%
t030	Brighton	249.00	40	\$222,949	\$1,065,074	\$1,288,023	\$895.38	\$4,277.41	-3.9%	-18.4%	-16.2%
t233	West Haven	54.48	7	\$9,447	\$271,278	\$280,725	\$173.40	\$4,979.41	-81.4%	-5.1%	-16.6%
t097	Holland	125.00	27	\$151,442	\$482,962	\$634,404	\$1,211.53	\$3,863.70	30.1%	-26.3%	-17.8%
t164	Readsboro	163.00	21	\$159,288	\$667,310	\$826,598	\$977.23	\$4,093.93	4.9%	-21.9%	-17.9%
t078	Franklin	256.49	25	\$196,724	\$1,102,516	\$1,299,240	\$766.98	\$4,298.48	-17.6%	-18.0%	-18.0%
t247	Windsor	679.70	63	\$590,228	\$2,850,726	\$3,440,954	\$868.37	\$4,194.09	-6.8%	-20.0%	-18.0%
t116	Lunenburg	248.80	19	\$201,713	\$1,054,342	\$1,256,055	\$810.74	\$4,237.71	-12.9%	-19.2%	-18.3%
t166	Richmond	802.77	70	\$646,076	\$3,395,590	\$4,041,666	\$804.81	\$4,229.84	-13.6%	-19.4%	-18.5%
t226	Waterville	146.15	14	\$118,884	\$608,554	\$727,438	\$813.44	\$4,163.90	-12.7%	-20.6%	-19.4%
t035	Brunswick	36.00	2	\$3,894	\$174,884	\$178,778	\$108.17	\$4,857.89	-88.4%	-7.4%	-19.6%
t100	Hyde Park	463.20	54	\$470,179	\$1,828,222	\$2,298,401	\$1,015.07	\$3,946.94	9.0%	-24.8%	-19.7%
t017	Benson	182.71	15	\$97,907	\$801,941	\$899,848	\$535.86	\$4,389.15	-42.5%	-16.3%	-20.3%
t102	Irasburg	224.21	21	\$77,227	\$1,020,115	\$1,097,342	\$344.44	\$4,549.82	-63.0%	-13.3%	-20.8%
t034	Brownington	163.90	16	\$50,292	\$739,324	\$789,616	\$306.85	\$4,510.82	-67.1%	-14.0%	-22.0%
t207	Topsham	204.32	26	\$160,359	\$819,053	\$979,412	\$784.84	\$4,008.68	-15.7%	-23.6%	-22.4%
t083	Granby	21.00	0	\$354	\$97,705	\$98,059	\$16.84	\$4,652.62	-98.2%	-11.3%	-24.4%
t066	Eden	267.16	53	\$246,766	\$923,778	\$1,170,544	\$923.66	\$3,457.77	-0.8%	-34.1%	-29.1%
t235	Westmore	50.59	3	\$11,413	\$209,593	\$221,006	\$225.60	\$4,142.97	-75.8%	-21.0%	-29.3%
t068	Enosburg Fa	570.95	90	\$505,181	\$1,950,718	\$2,455,899	\$884.81	\$3,416.62	-5.0%	-34.9%	-30.4%
t067	Elmore	170.49	3	\$70,575	\$661,756	\$732,331	\$413.95	\$3,881.49	-55.5%	-26.0%	-30.5%
t114	Lowell	158.31	18	\$75,385	\$600,730	\$676,115	\$476.18	\$3,794.64	-48.9%	-27.7%	-30.9%
t252	Woodford	71.30	2	\$45,026	\$245,057	\$290,083	\$631.50	\$3,436.98	-32.2%	-34.5%	-34.1%
TOTAL/AVC				\$101,661,235	\$532,363,436	\$634,024,671	\$931.25	\$5,245.11			
							\$931.25	\$5,245.11			\$6,176.36

FY98 SPECIAL EDUCATION EXPENDITURES BY SUPERVISORY UNION

in SU order

Su	SuName	FY98 K-12 Total Special Education Eligible Cost (Federal/State/Local)	FY98 Total Special Ed. Formula Eligible Cost (State/Local)	FY98 K-12 Spec. Ed. Childcount	FY98 K-12 Resident ADM	% of Students Eligible for Special Ed. Childcount/ADM	FY98 Formula Eligible Spec. Ed. Cost to K-12 ADM	% Over/Under State Average Formula Cost/ADM	High/Low Spenders Based on 16 VSA 2974
01	Addison Northeast	2,020,626.71	1,957,394.17	228	2,026.72	11.2%	965.79	-1.4%	
02	Addison Northwest	1,424,554.00	1,359,229.00	145	1,333.26	10.9%	1,019.48	4.1%	
03	Addison Central	2,255,959.92	2,159,408.47	240	2,185.15	11.0%	988.22	0.9%	
04	Addison-Rutland	1,605,745.00	1,512,021.00	222	1,879.84	11.8%	804.33	-17.9%	
05	Southwest Vermont	4,187,450.75	4,013,393.07	603	4,037.63	14.9%	994.00	1.5%	
06	Bennington-Rutland	2,647,219.00	2,565,849.00	214	1,863.51	11.5%	1,376.89	40.6%	HIGH
07	Colchester	1,760,534.89	1,680,897.89	217	2,439.03	8.9%	689.17	-29.6%	low
08	Caledonia North	1,674,570.82	1,601,684.53	187	1,922.31	9.7%	833.21	-14.9%	
09	Caledonia Central	867,111.13	833,590.13	70	1,044.53	6.7%	798.05	-18.5%	
10	Milton	2,037,718.93	1,959,860.91	163	1,789.36	9.1%	1,095.29	11.9%	
11	St. Johnsbury	1,196,040.00	1,159,960.00	109	1,306.52	8.3%	887.82	-9.3%	
12	Chittenden East	2,609,986.00	2,494,500.00	293	3,037.16	9.6%	821.33	-16.1%	
13	Chittenden Central	3,043,990.00	2,984,425.00	179	2,741.04	6.5%	1,088.79	11.2%	
14	Chittenden South	3,028,012.00	2,912,283.00	353	4,099.29	8.6%	710.44	-27.4%	low
15	Burlington	3,023,056.62	2,834,099.89	474	3,619.20	13.1%	783.07	-20.0%	low
16	South Burlington	2,571,799.00	2,493,412.00	229	2,364.01	9.7%	1,054.74	7.7%	
17	Winooski	785,909.27	741,669.27	100	809.48	12.4%	916.23	-6.4%	
18	Essex-Caledonia	405,780.11	380,847.11	54	834.79	6.5%	456.22	-53.4%	low
19	Essex North	287,407.86	279,528.11	24	366.15	6.6%	763.43	-22.0%	low
20	Franklin Northeast	1,698,054.63	1,596,200.25	259	1,717.06	15.1%	929.61	-5.1%	
21	Franklin Northwest	2,604,066.70	2,502,593.27	276	2,722.86	10.1%	919.10	-6.1%	
22	Franklin West	1,531,647.00	1,536,624.00	147	1,674.31	8.8%	917.77	-6.3%	
23	Franklin Central	2,643,224.25	2,554,442.48	325	2,759.37	11.8%	925.73	-5.5%	
24	Grand Isle	919,648.34	869,119.67	126	1,162.93	10.8%	747.35	-23.7%	low
25	Lamoille North	2,267,896.00	2,225,359.00	249	2,180.37	11.4%	1,020.63	4.2%	
26	Lamoille South	1,510,590.00	1,447,443.00	145	1,716.06	8.4%	843.47	-13.9%	
27	Orange East	1,905,373.01	1,875,038.86	307	2,300.34	13.3%	815.11	-16.8%	
28	Orange Southwest	1,537,442.94	1,492,972.28	143	1,297.83	11.0%	1,150.36	17.5%	
29	Orange North	925,355.81	892,804.03	118	929.83	12.7%	960.18	-1.9%	
30	Orange-Windsor	1,264,622.00	1,202,380.00	164	1,402.56	11.7%	857.28	-12.4%	
31	Orleans Essex-North	3,403,635.38	3,197,248.66	524	3,331.06	15.7%	959.83	-2.0%	
32	Washington Central	2,045,869.00	1,983,278.00	191	1,752.89	10.9%	1,131.43	15.6%	
33	Rutland South	937,549.00	882,383.00	136	1,183.90	11.5%	745.32	-23.9%	low
34	Orleans Central	601,559.00	551,140.00	112	1,250.06	9.0%	440.89	-55.0%	low

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FY98 SPECIAL EDUCATION EXPENDITURES BY SUPERVISORY UNION

in SU order

Su	SuName	FY98 K-12 Total Special Education Eligible Cost (Federal/State/Local)	FY98 Total Special Ed. Formula Eligible Cost (State/Local)	FY98 K-12 Spec. Ed. Childcount	FY98 K-12 Resident ADM	% of Students Eligible for Special Ed. Childcount/ADM	FY98 Formula Eligible Spec. Ed. Cost to K-12 ADM	% Over/Under State Average Formula Cost/ADM	High/Low Spenders Based on 16 VSA 2974
35	Orleans Southwest	1,733,508.00	1,691,945.00	192	1,416.86	13.6%	1,194.15	22.0%	HIGH
36	Rutland Northeast	2,419,695.25	2,312,608.58	269	2,157.14	12.5%	1,072.07	9.5%	
37	Rutland Central	910,161.45	875,752.83	98	1,420.75	6.9%	616.40	-37.0%	low
38	Rutland Southwest	1,316,862.00	1,257,211.00	153	1,115.76	13.7%	1,126.78	15.1%	
39	Rutland Windsor	635,160.95	602,764.01	78	675.96	11.5%	891.72	-8.9%	
40	Rutland City	3,044,705.36	2,940,484.05	261	2,461.20	10.6%	1,194.74	22.0%	HIGH
41	Washington Northeast	988,064.42	953,621.17	87	812.07	10.7%	1,174.31	19.9%	
42	Washington West	2,234,812.24	2,156,821.89	238	2,096.08	11.4%	1,028.98	5.1%	
43	Washington South	1,213,238.00	1,168,213.00	141	962.21	14.7%	1,214.09	24.0%	HIGH
45	Montpelier	1,695,307.00	1,631,644.00	155	1,194.57	13.0%	1,365.88	39.5%	HIGH
46	Windham Central	1,646,904.00	1,597,421.00	122	1,324.84	9.2%	1,205.75	23.1%	HIGH
47	Windham Northeast	2,453,035.08	2,329,450.63	316	1,778.53	17.8%	1,309.76	33.8%	HIGH
48	Windham Southeast	4,430,205.00	4,157,523.00	370	3,270.44	11.3%	1,271.24	29.8%	HIGH
49	Windham Southwest	1,313,431.46	1,275,071.08	114	1,065.57	10.7%	1,196.61	22.2%	HIGH
50	Windsor Northwest	1,118,786.84	1,083,324.76	116	860.69	13.5%	1,258.67	28.5%	HIGH
51	Windsor Central	1,789,152.00	1,725,925.00	148	1,340.92	11.0%	1,287.12	31.5%	HIGH
52	Windsor Southeast	1,496,102.82	1,430,787.20	180	1,853.48	9.7%	771.95	-21.2%	low
53	Windsor Southwest	1,739,422.00	1,666,251.00	193	1,371.66	14.1%	1,214.77	24.1%	HIGH
54	Hartford	1,673,599.81	1,588,840.34	249	1,747.53	14.2%	909.19	-7.1%	
55	Norwich/Dresden	736,986.17	726,186.17	49	802.63	6.1%	904.76	-7.6%	
56	Springfield	1,981,234.00	1,893,658.00	228	1,716.80	13.3%	1,103.02	12.7%	
57	Blue Mountain	657,489.03	633,208.74	60	463.66	12.9%	1,365.67	39.5%	HIGH
59	Essex Town	1,836,081.63	1,778,888.63	103	1,462.40	7.0%	1,216.42	24.2%	HIGH
60	Battenkill Valley	412,259.35	391,230.35	53	537.54	9.9%	727.82	-25.7%	low
61	Barre	3,182,807.74	3,059,324.90	248	2,836.39	8.7%	1,078.60	10.2%	
Total for Vermont		105,889,016.67	101,661,235.38	11,547	103,826.09	11.1%	979.15	0.0%	
					Minimum	6.1%	440.89	-55.0%	
					Maximum	17.8%	1,376.89	40.6%	

For Childcount - the 9-12 childcount for Essex Town of 33 is shown under Chittenden Central instead of Essex Town as the cost for the Essex Community High School is shown under Chittenden Central. Norwich's childcount shown here includes 23 high school students counted in New Hampshire's childcount.

For ADM - the 9-12 ADM for Essex Town of 630.80 is shown under Chittenden Central as the students are educated at the Essex Community Educational Center and those costs are reflected under Chittenden Central.

FY98 SPECIAL EDUCATION EXPENDITURES BY SUPERVISORY UNION

from Low to High Spender

Su	SuName	FY98 K-12 Total Special Education Eligible Cost (Federal/State/Local)	FY98 Total Special Ed. Formula Eligible Cost (State/Local)	FY98 K-12 Spec. Ed. Childcount	FY98 K-12 Resident ADM	% of Students Eligible for Special Ed. Childcount/ADM	FY98 Formula Eligible Spec. Ed. Cost to K-12 ADM	% Over/Under State Average Formula Cost/ADM	High/Low Spenders Based on 16 VSA 2974
34	Orleans Central	601,559.00	551,140.00	112	1,250.06	9.0%	440.89	-55.0%	low
18	Essex-Caledonia	405,780.11	380,847.11	54	834.79	6.5%	456.22	-53.4%	low
37	Rutland Central	910,161.45	875,752.83	98	1,420.75	6.9%	616.40	-37.0%	low
07	Colchester	1,760,534.89	1,680,897.89	217	2,439.03	8.9%	689.17	-29.6%	low
14	Chittenden South	3,028,012.00	2,912,283.00	353	4,099.29	8.6%	710.44	-27.4%	low
60	Battenkill Valley	412,259.35	391,230.35	53	537.54	9.9%	727.82	-25.7%	low
33	Rutland South	937,549.00	882,383.00	136	1,183.90	11.5%	745.32	-23.9%	low
24	Grand Isle	919,648.34	869,119.67	126	1,162.93	10.8%	747.35	-23.7%	low
19	Essex North	287,407.86	279,528.11	24	366.15	6.6%	763.43	-22.0%	low
52	Windsor Southeast	1,496,102.82	1,430,787.20	180	1,853.48	9.7%	771.95	-21.2%	low
15	Burlington	3,023,056.62	2,834,099.89	474	3,619.20	13.1%	783.07	-20.0%	low
09	Caledonia Central	867,111.13	833,590.13	70	1,044.53	6.7%	798.05	-18.5%	
04	Addison-Rutland	1,605,745.00	1,512,021.00	222	1,879.84	11.8%	804.33	-17.9%	
27	Orange East	1,905,373.01	1,875,038.86	307	2,300.34	13.3%	815.11	-16.8%	
12	Chittenden East	2,609,986.00	2,494,500.00	293	3,037.16	9.6%	821.33	-16.1%	
08	Caledonia North	1,674,570.82	1,601,684.53	187	1,922.31	9.7%	833.21	-14.9%	
26	Lamoille South	1,510,590.00	1,447,443.00	145	1,716.06	8.4%	843.47	-13.9%	
30	Orange-Windsor	1,264,622.00	1,202,380.00	164	1,402.56	11.7%	857.28	-12.4%	
11	St. Johnsbury	1,196,040.00	1,159,960.00	109	1,306.52	8.3%	887.82	-9.3%	
39	Rutland Windsor	635,160.95	602,764.01	78	675.96	11.5%	891.72	-8.9%	
55	Norwich/Dresden	736,986.17	726,186.17	49	802.63	6.1%	904.76	-7.6%	
54	Hartford	1,673,599.81	1,588,840.34	249	1,747.53	14.2%	909.19	-7.1%	
17	Winooski	785,909.27	741,669.27	100	809.48	12.4%	916.23	-6.4%	
22	Franklin West	1,531,647.00	1,536,624.00	147	1,674.31	8.8%	917.77	-6.3%	
21	Franklin Northwest	2,604,066.70	2,502,593.27	276	2,722.86	10.1%	919.10	-6.1%	
23	Franklin Central	2,643,224.25	2,554,442.48	325	2,759.37	11.8%	925.73	-5.5%	
20	Franklin Northeast	1,698,054.63	1,596,200.25	259	1,717.06	15.1%	929.61	-5.1%	
31	Orleans Essex-North	3,403,635.38	3,197,248.66	524	3,331.06	15.7%	959.83	-2.0%	
29	Orange North	925,355.81	892,804.03	118	929.83	12.7%	960.18	-1.9%	
01	Addison Northeast	2,020,626.71	1,957,394.17	228	2,026.72	11.2%	965.79	-1.4%	
03	Addison Central	2,255,959.92	2,159,408.47	240	2,185.15	11.0%	988.22	0.9%	
05	Southwest Vermont	4,187,450.75	4,013,393.07	603	4,037.63	14.9%	994.00	1.5%	
02	Addison Northwest	1,424,554.00	1,359,229.00	145	1,333.26	10.9%	1,019.48	4.1%	
25	Lamoille North	2,267,896.00	2,225,359.00	249	2,180.37	11.4%	1,020.63	4.2%	

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FY98 SPECIAL EDUCATION EXPENDITURES BY SUPERVISORY UNION

Su	SuName	FY98 K-12 Total Special Education Eligible Cost (Federal/State/Local)	FY98 Total Special Ed. Formula Eligible Cost (State/Local)	FY98 K-12 Spec. Ed. Childcount	FY98 K-12 Resident ADM	% of Students Eligible for Special Ed. Childcount/ADM	FY98 Formula Eligible Spec. Ed. Cost to K-12 ADM	% Over/Under State Average Formula Cost/ADM	High/Low Spenders Based on 16 VSA 2974
42	Washington West	2,234,812.24	2,156,821.89	238	2,096.08	11.4%	1,028.98	5.1%	
16	South Burlington	2,571,799.00	2,493,412.00	229	2,364.01	9.7%	1,054.74	7.7%	
36	Rutland Northeast	2,419,695.25	2,312,608.58	269	2,157.14	12.5%	1,072.07	9.5%	
61	Barre	3,182,807.74	3,059,324.90	248	2,836.39	8.7%	1,078.60	10.2%	
13	Chittenden Central	3,043,990.00	2,984,425.00	179	2,741.04	6.5%	1,088.79	11.2%	
10	Milton	2,037,718.93	1,959,860.91	163	1,789.36	9.1%	1,095.29	11.9%	
56	Springfield	1,981,234.00	1,893,658.00	228	1,716.80	13.3%	1,103.02	12.7%	
38	Rutland Southwest	1,316,862.00	1,257,211.00	153	1,115.76	13.7%	1,126.78	15.1%	
32	Washington Central	2,045,869.00	1,983,278.00	191	1,752.89	10.9%	1,131.43	15.6%	
28	Orange Southwest	1,537,442.94	1,492,972.28	143	1,297.83	11.0%	1,150.36	17.5%	
41	Washington Northeast	988,064.42	953,621.17	87	812.07	10.7%	1,174.31	19.9%	
35	Orleans Southwest	1,733,508.00	1,691,945.00	192	1,416.86	13.6%	1,194.15	22.0%	HIGH
40	Rutland City	3,044,705.36	2,940,484.05	261	2,461.20	10.6%	1,194.74	22.0%	HIGH
49	Windham Southwest	1,313,431.46	1,275,071.08	114	1,065.57	10.7%	1,196.61	22.2%	HIGH
46	Windham Central	1,646,904.00	1,597,421.00	122	1,324.84	9.2%	1,205.75	23.1%	HIGH
43	Washington South	1,213,238.00	1,168,213.00	141	962.21	14.7%	1,214.09	24.0%	HIGH
53	Windsor Southwest	1,739,422.00	1,666,251.00	193	1,371.66	14.1%	1,214.77	24.1%	HIGH
59	Essex Town	1,836,081.63	1,778,888.63	103	1,462.40	7.0%	1,216.42	24.2%	HIGH
50	Windsor Northwest	1,118,786.84	1,083,324.76	116	860.69	13.5%	1,258.67	28.5%	HIGH
48	Windham Southeast	4,430,205.00	4,157,523.00	370	3,270.44	11.3%	1,271.24	29.8%	HIGH
51	Windsor Central	1,789,152.00	1,725,925.00	148	1,340.92	11.0%	1,287.12	31.5%	HIGH
47	Windham Northeast	2,453,035.08	2,329,450.63	316	1,778.53	17.8%	1,309.76	33.8%	HIGH
57	Blue Mountain	657,489.03	633,208.74	60	463.66	12.9%	1,365.67	39.5%	HIGH
45	Montpelier	1,695,307.00	1,631,644.00	155	1,194.57	13.0%	1,365.88	39.5%	HIGH
06	Bennington-Rutland	2,647,219.00	2,565,849.00	214	1,863.51	11.5%	1,376.89	40.6%	HIGH
Total for Vermont		105,889,016.67	101,661,235.38	11,547	103,826.09	11.1%	979.15	0.0%	
					Minimum	6.1%	440.89	-55.0%	
					Maximum	17.8%	1,376.89	40.6%	

For Childcount - the 9-12 childcount for Essex Town of 33 is shown under Chittenden Central instead of Essex Town as the cost for the Essex Community High School is shown under Chittenden Central. Norwich's childcount shown here includes 23 high school students counted in New Hampshire's childcount.

For ADM - the 9-12 ADM for Essex Town of 630.80 is shown under Chittenden Central as the students are educated at the Essex Community Educational Center and those costs are reflected under Chittenden Central.

FY98 Cost of Extraordinary Students by Supervisory Union

SU#	Supervisory Union	FY98 K-12 Total Special Education Eligible Cost (Federal/State/Local)	FY98 K-12 Resident ADM	FY98 Total Cost Claimed for Extraordinary K-12 Students	FY98 Number of Extraordinary K-12 Students	% of Cost of Extraordinary Students to Total Sp. Ed. Cost	FY98 Cost of Extraordinary Students per ADM	Average Cost for FY98 of Students Claimed As Extraordinary
01	Addison Northeast	2,020,626.71	2,026.72	484,103.10	17	24.0%	238.86	28,476.65
02	Addison Northwest	1,424,554.00	1,333.26	245,580.00	10	17.2%	184.20	24,558.00
03	Addison Central	2,255,959.92	2,185.15	322,940.35	16	14.3%	147.79	20,183.77
04	Addison-Rutland	1,605,745.00	1,879.84	173,037.00	8	10.8%	92.05	21,629.63
05	Southwest Vermont	4,187,450.75	4,037.63	344,213.00	8	8.2%	85.25	43,026.63
06	Bennington-Rutland	2,647,219.00	1,863.51	648,679.00	22	24.5%	348.10	29,485.41
07	Colchester	1,760,534.89	2,439.03	373,472.70	15	21.2%	153.12	24,898.18
08	Caledonia North	1,674,570.82	1,922.31	282,157.00	10	16.8%	146.78	28,215.70
09	Caledonia Central	867,111.13	1,044.53	108,567.11	5	12.5%	103.94	21,713.42
10	Milton	2,037,718.93	1,789.36	775,185.71	32	38.0%	433.22	24,224.55
11	St. Johnsbury	1,196,040.00	1,306.52	0.00	0	0.0%	0.00	0.00
12	Chittenden East	2,609,986.00	3,037.16	605,293.26	23	23.2%	199.30	26,317.10
13	Chittenden Central	3,043,990.00	2,741.04	966,000.00	35	31.7%	352.42	27,600.00
14	Chittenden South	3,028,012.00	4,099.29	513,847.00	18	17.0%	125.35	28,547.06
15	Burlington	3,023,056.62	3,619.20	649,207.60	27	21.5%	179.38	24,044.73
16	South Burlington	2,571,799.00	2,364.01	1,042,506.00	34	40.5%	440.99	30,661.94
17	Winooski	785,909.27	809.48	125,920.35	4	16.0%	155.56	31,480.09
18	Essex-Caledonia	405,780.11	834.79	79,425.73	3	19.6%	95.14	26,475.24
19	Essex North	287,407.86	366.15	42,559.84	2	14.8%	116.24	21,279.92
20	Franklin Northeast	1,698,054.63	1,717.06	204,962.22	5	12.1%	119.37	40,992.44
21	Franklin Northwest	2,604,066.70	2,722.86	822,776.85	26	31.6%	302.17	31,645.26
22	Franklin West	1,531,647.00	1,674.31	426,178.00	14	27.8%	254.54	30,441.29
23	Franklin Central	2,643,224.25	2,759.37	533,282.36	20	20.2%	193.26	26,664.12
24	Grand Isle	919,648.34	1,162.93	275,826.28	10	30.0%	237.18	27,582.63
25	Lamoille North	2,267,896.00	2,180.37	179,533.00	8	7.9%	82.34	22,441.63
26	Lamoille South	1,510,590.00	1,716.06	605,190.00	27	40.1%	352.66	22,414.44
27	Orange East	1,905,373.01	2,300.34	326,880.89	10	17.2%	142.10	32,688.09
28	Orange Southwest	1,537,442.94	1,297.83	224,128.00	10	14.6%	172.69	22,412.80
29	Orange North	925,355.81	929.83	118,204.88	4	12.8%	127.13	29,551.22
30	Orange-Windsor	1,264,622.00	1,402.56	259,404.00	9	20.5%	184.95	28,822.67
31	Orleans Essex-North	3,403,635.38	3,331.06	634,871.45	19	18.7%	190.59	33,414.29
32	Washington Central	2,045,869.00	1,752.89	357,008.00	10	17.5%	203.67	35,700.80
33	Rutland South	937,549.00	1,183.90	213,712.00	7	22.8%	180.52	30,530.29
34	Orleans Central	601,559.00	1,250.06	94,760.00	4	15.8%	75.80	23,690.00

FY98 Cost of Extraordinary Students by Supervisory Union

SU#	Supervisory Union	FY98 K-12 Total Special Education Eligible Cost (Federal/State/Local)	FY98 K-12 Resident ADM	FY98 Total Cost Claimed for Extraordinary K-12 Students	FY98 Number of Extraordinary K-12 Students	% of Cost of Extraordinary Students to Total Sp. Ed. Cost	FY98 Cost of Extraordinary Students per ADM	Average Cost for FY98 of Students Claimed As Extraordinary
35	Orleans Southwest	1,733,508.00	1,416.86	392,161.00	13	22.6%	276.78	30,166.23
36	Rutland Northeast	2,419,695.25	2,157.14	933,532.88	31	38.6%	432.76	30,113.96
37	Rutland Central	910,161.45	1,420.75	288,900.26	13	31.7%	203.34	22,223.10
38	Rutland Southwest	1,316,862.00	1,115.76	454,451.00	16	34.5%	407.30	28,403.19
39	Rutland Windsor	635,160.95	675.96	64,949.33	3	10.2%	96.08	21,649.78
40	Rutland City	3,044,705.36	2,461.20	1,288,168.14	52	42.3%	523.39	24,772.46
41	Washington Northeast	988,064.42	812.07	365,674.33	11	37.0%	450.30	33,243.12
42	Washington West	2,234,812.24	2,096.08	537,531.47	18	24.1%	256.45	29,862.86
43	Washington South	1,213,238.00	962.21	369,953.00	9	30.5%	384.48	41,105.89
45	Montpelier	1,695,307.00	1,194.57	249,240.00	9	14.7%	208.64	27,693.33
46	Windham Central	1,646,904.00	1,324.84	374,558.00	13	22.7%	282.72	28,812.15
47	Windham Northeast	2,453,035.08	1,778.53	296,494.38	7	12.1%	166.71	42,356.34
48	Windham Southeast	4,430,205.00	3,270.44	1,299,611.00	35	29.3%	397.38	37,131.74
49	Windham Southwest	1,313,431.46	1,065.57	544,509.14	17	41.5%	511.00	32,029.95
50	Windsor Northwest	1,118,786.84	860.69	208,413.10	7	18.6%	242.15	29,773.30
51	Windsor Central	1,789,152.00	1,340.92	492,926.00	18	27.6%	367.60	27,384.78
52	Windsor Southeast	1,496,102.82	1,853.48	232,590.92	10	15.5%	125.49	23,259.09
53	Windsor Southwest	1,739,422.00	1,371.66	147,298.00	6	8.5%	107.39	24,549.67
54	Hartford	1,673,599.81	1,747.53	306,192.27	11	18.3%	175.21	27,835.66
55	Norwich/Dresden	736,986.17	802.63	184,122.70	3	25.0%	229.40	61,374.23
56	Springfield	1,981,234.00	1,716.80	378,214.00	14	19.1%	220.30	27,015.29
57	Blue Mountain	657,489.03	463.66	169,488.20	3	25.8%	365.54	56,496.07
59	Essex Town	1,836,081.63	1,462.40	355,825.68	15	19.4%	243.32	23,721.71
60	Battenkill Valley	412,259.35	537.54	72,121.56	2	17.5%	134.17	36,060.78
61	Barre	3,182,807.74	2,836.39	984,712.43	33	30.9%	347.17	29,839.77
Total for Vermont		105,889,016.67	103,826.09	24,051,051.47	841	22.7%	231.65	28,598.16

For Childcount - the 9-12 childcount for Essex Town of 33 is shown under Chittenden Central instead of Essex Town as the cost for the Essex Community High School is shown under Chittenden Central. Norwich's childcount shown here includes 23 high school students counted in New Hampshire's childcount.

For ADM - the 9-12 ADM for Essex Town of 630.80 is shown under Chittenden Central as the students are educated at the Essex Community Educational Center and those costs are reflected under Chittenden Central.

SPECIAL EDUCATION FORMULA ELIGIBLE COSTS FROM FY91 THROUGH FY98

Supervisory Union		Special Education Eligible Formula Cost based on Special Education Expenditure Reports for:								Change from FY91 to FY98
		FY98	FY97	FY96	FY95	FY94	FY93	FY92	FY91	
01	Addison Northeast	1,957,394.17	1,721,940.23	1,595,054.03	1,515,948.98	1,284,797.80	1,181,059.23	1,108,667.55	886,912.15	120.7%
02	Addison Northwest	1,359,229.00	1,183,721.00	1,094,015.00	954,303.00	1,040,288.00	847,833.00	788,768.00	810,160.00	67.8%
03	Addison Central	2,159,408.47	2,064,266.81	2,058,535.05	2,093,724.50	2,065,751.25	1,917,149.08	1,639,458.55	1,428,889.80	51.1%
04	Addison Rutland	1,512,021.00	1,549,049.00	1,623,149.00	1,370,167.31	1,237,106.02	1,135,262.98	1,077,641.14	1,092,716.06	38.4%
05	Southwest Vermont	4,013,393.07	4,089,319.00	3,761,708.90	3,648,155.08	3,407,073.72	3,139,220.37	2,908,340.28	2,782,778.62	44.2%
06	Bennington Rutland*	2,565,849.00	2,261,170.00	1,819,117.00	1,586,064.00	1,436,772.00	1,262,753.00	1,214,069.00	1,236,742.00	107.5%
07	Colchester	1,680,897.89	1,464,245.73	1,520,676.62	1,499,529.61	1,222,275.43	1,055,257.59	1,061,222.03	1,054,656.10	59.4%
08	Caledonia North	1,601,684.53	1,424,700.72	1,377,168.90	1,311,635.03	1,197,767.61	970,090.12	897,762.49	724,773.26	121.0%
09	Caledonia Central	833,590.13	713,573.57	591,875.00	581,295.00	617,868.00	590,835.00	620,833.00	751,224.00	11.0%
10	Milton	1,959,860.91	1,837,988.07	1,635,071.32	1,561,574.97	1,725,627.40	1,426,215.55	1,291,345.74	1,172,632.38	67.1%
11	St. Johnsbury	1,159,960.00	849,773.26	767,047.52	667,014.73	899,931.67	850,566.50	680,193.95	505,743.23	129.4%
12	Chittenden East	2,494,500.00	2,171,842.18	1,962,864.81	1,596,048.52	1,533,787.98	1,453,195.09	1,213,362.77	1,201,686.76	107.6%
13	Chittenden Central**	2,984,425.00	2,797,538.00	2,054,225.00	2,051,602.00	1,947,155.00	1,838,332.00	1,641,489.00	1,482,642.00	101.3%
14	Chittenden South	2,912,283.00	2,725,154.00	2,487,459.00	2,262,693.00	1,841,107.00	1,653,949.00	1,317,481.00	1,346,239.00	116.3%
15	Burlington	2,834,099.89	2,890,475.53	2,647,243.38	2,514,404.26	2,303,107.86	2,226,441.15	2,301,606.65	2,089,309.43	35.6%
16	South Burlington	2,493,412.00	2,113,439.00	2,070,940.00	2,133,729.00	1,849,945.00	1,398,289.00	1,408,788.00	1,213,418.00	105.5%
17	Winooski	741,669.27	707,810.22	651,786.10	621,951.37	531,219.88	519,818.27	446,193.09	406,362.63	82.5%
18	Essex Caledonia	380,847.11	298,359.22	352,184.36	291,433.11	301,665.93	343,483.21	350,465.47	268,181.04	42.0%
19	Essex North	279,528.11	246,902.65	225,563.46	224,035.65	231,023.14	171,556.33	167,367.15	254,372.00	9.9%
20	Franklin Northeast	1,596,200.25	1,566,746.81	1,557,317.57	1,508,682.11	1,397,501.20	1,372,513.75	1,178,789.67	1,133,755.67	40.8%
21	Franklin Northwest	2,502,593.27	2,143,681.49	1,911,467.83	1,917,122.15	1,890,137.06	1,534,224.41	1,200,246.00	1,067,563.00	134.4%
22	Franklin West	1,536,624.00	1,200,069.98	1,044,495.33	759,292.77	690,172.63	671,280.66	562,169.89	503,568.79	205.1%
23	Franklin Central	2,554,442.48	2,406,596.42	2,180,717.20	2,023,720.42	1,961,435.75	1,881,228.00	1,650,075.00	1,485,761.54	71.9%
24	Grand Isle	869,119.67	846,206.90	869,477.04	871,889.33	785,555.27	611,202.44	545,976.21	491,504.06	76.8%
25	Lamoille North	2,225,359.00	2,221,013.00	1,972,600.00	1,844,740.71	1,584,717.92	1,414,732.95	1,278,250.00	1,323,938.00	68.1%
26	Lamoille South	1,447,443.00	1,533,772.00	1,553,264.00	1,413,975.00	1,426,863.00	1,451,177.00	1,223,439.00	1,129,064.00	28.2%
27	Orange East	1,875,038.86	1,648,825.00	1,354,690.00	1,203,223.00	1,353,135.00	1,205,102.00	1,185,075.00	1,337,731.92	40.2%
28	Orange Southwest	1,492,972.28	1,412,516.35	1,467,915.61	1,395,380.11	1,400,798.07	1,158,999.99	1,087,873.18	1,042,258.13	43.2%
29	Orange North	892,804.03	707,480.45	648,185.00	613,032.00	522,134.67	459,814.08	462,290.81	410,799.93	117.3%
30	Orange Windsor	1,202,380.00	1,258,127.00	1,048,447.00	1,043,391.00	914,857.00	748,898.00	646,097.00	572,297.00	110.1%
31	Orleans Essex North	3,197,248.66	3,098,420.02	2,884,448.78	2,645,626.08	2,406,206.94	2,058,333.93	1,832,368.83	1,762,033.52	81.5%
32	Washington Central	1,983,278.00	1,860,839.00	1,672,964.00	1,872,419.00	1,955,741.00	1,433,520.00	1,266,753.00	1,110,895.00	78.5%
33	Rutland South	882,383.00	874,984.00	824,815.00	790,996.00	785,907.00	600,381.00	548,174.00	595,594.00	48.2%
34	Orleans Central	551,140.00	545,619.00	493,578.00	497,571.00	483,407.00	457,750.00	429,999.00	435,430.00	26.6%
35	Orleans Southwest	1,691,945.00	1,536,703.62	1,406,042.64	1,290,061.00	1,217,047.44	1,032,470.68	1,037,380.78	992,852.49	70.4%
36	Rutland Northeast	2,312,608.58	2,170,001.02	1,986,131.79	2,099,731.20	1,905,467.50	1,675,649.30	1,494,224.42	1,384,502.85	67.0%

SPECIAL EDUCATION FORMULA ELIGIBLE COSTS FROM FY91 THROUGH FY98

Supervisory Union	Special Education Eligible Formula Cost based on Special Education Expenditure Reports for:								Change from FY91 to FY98
	FY98	FY97	FY96	FY95	FY94	FY93	FY92	FY91	
37 Rutland Central	875,752.83	746,434.21	720,382.07	650,286.18	569,277.00	589,729.00	459,036.00	482,479.00	81.5%
38 Rutland Southwest	1,257,211.00	1,088,524.00	1,038,196.00	991,683.00	899,372.00	817,476.00	665,728.00	606,995.98	107.1%
39 Rutland Windsor	602,764.01	524,916.55	603,336.02	560,389.74	519,108.64	543,741.16	449,169.19	402,223.66	49.9%
40 Rutland City	2,940,484.05	3,004,535.05	2,804,369.75	2,599,245.26	2,325,060.75	1,766,543.31	1,641,172.34	1,859,267.61	58.2%
41 Washington Northeast	953,621.17	725,150.40	664,633.37	636,630.24	555,008.68	469,648.85	404,231.63	381,139.51	150.2%
42 Washington West	2,156,821.89	1,995,779.00	1,927,558.00	1,624,703.00	1,308,246.00	1,125,364.00	1,058,374.00	1,061,252.15	103.2%
43 Washington South	1,168,213.00	938,583.00	862,063.00	944,428.16	891,321.41	839,611.35	821,796.19	693,869.17	68.4%
44 Barre City***		1,692,460.69	1,551,768.81	1,350,781.40	1,406,003.29	1,249,578.70	1,260,329.39	1,349,098.57	
45 Montpelier	1,631,644.00	1,462,707.00	1,326,317.00	1,353,951.00	1,113,688.00	1,150,454.00	1,065,755.00	986,529.00	65.4%
46 Windham Central	1,597,421.00	1,488,053.00	1,406,143.00	1,122,925.00	903,598.00	744,565.00	773,291.00	739,280.00	116.1%
47 Windham Northeast	2,329,450.63	2,240,475.94	1,978,078.68	1,670,736.41	1,470,045.95	1,371,878.61	1,326,342.01	1,171,102.18	98.9%
48 Windham Southeast	4,157,523.00	3,915,796.00	3,579,757.55	3,271,867.18	3,238,191.18	2,883,647.94	2,610,199.87	2,479,143.33	67.7%
49 Windham Southwest	1,275,071.08	1,109,587.66	950,942.97	876,602.39	744,892.01	651,440.43	620,838.73	581,670.56	119.2%
50 Windsor Northwest	1,083,324.76	1,098,758.22	927,762.26	916,084.75	744,481.43	685,392.79	688,787.01	727,867.40	48.8%
51 Windsor Central	1,725,925.00	1,546,135.00	1,527,670.71	1,387,077.43	1,252,332.00	1,135,157.00	1,043,483.00	980,453.00	76.0%
52 Windsor Southeast	1,430,787.20	1,472,340.00	1,231,391.00	1,236,319.00	1,281,979.00	1,127,777.00	998,708.00	928,093.00	54.2%
53 Windsor Southwest	1,666,251.00	1,503,934.00	1,350,828.00	1,228,010.00	1,037,028.00	957,226.00	936,918.00	826,877.00	101.5%
54 Hartford	1,588,840.34	1,514,922.10	1,398,562.64	1,392,056.46	1,010,551.70	1,036,793.00	834,280.19	647,120.00	145.5%
55 Norwich	726,186.17	655,433.21	612,708.99	547,163.73	493,247.30	463,128.66	442,745.91	343,439.36	111.4%
56 Springfield	1,893,658.00	1,680,864.00	1,707,625.00	1,504,408.00	1,477,794.00	1,417,832.00	1,219,097.00	1,070,190.00	76.9%
57 Blue Mountain Union	633,208.74	600,904.33	595,764.30	377,369.41	393,750.03	306,133.30	283,632.96	189,857.26	233.5%
58 Barre Town***		1,044,426.13	955,039.33	767,416.41	738,848.16	635,032.26	607,076.00	623,828.46	
59 Essex Town**	1,778,888.63	1,584,837.74	2,246,549.12	1,792,119.85	1,621,042.38	1,601,374.57	1,556,162.78	1,376,326.87	29.2%
60 Battenkill Valley*	391,230.35	302,350.55	289,517.00	259,536.00	204,416.00	192,936.00	212,614.00	200,470.00	95.2%
61 Barre***	3,059,324.90								148.6%
TOTAL	101,661,235.38	94,080,778.03	87,429,205.81	81,337,952.00	75,554,638.05	67,511,045.59	61,744,004.85	58,197,561.43	74.7%

The eligible formula costs are based on reports for FY98 as of 9/10/98; FY97 3/12/99; FY96 11/06/98; FY95 2/22/99; FY94 11/12/98; FY93 11/13/98.

* Sandgate costs moved from Bennington-Rutland Supervisory Union in FY95 to Arlington in FY96 which was renamed Battenkill Valley.

** Cost of Essex Town high school students moved from Essex Town to Chittenden Central in FY97 with new Union High School.

*** Barre Supervisory Union was created in FY98 combining the Barre Town and Barre City Supervisory Unions.

C5
FY99 Special Education Staff to ADM

Su	SuName	FY99 K-12 Special Ed. Staff Reported on Service Plan shown as FTEs		FY99 ADM K-12 Resident & State-Placed	Number of Students for each Staff FTE Using FY99 K-12 ADM and Sped. Staff FTEs			Ratio of Spec. Ed. Aides to Teachers
		Teachers	Aides		Teachers	Aides	Total	
01	Addison Northeast	22.96	63.38	1,996.82	86.97	31.51	23.13	2.76
02	Addison Northwest	16.00	34.30	1,289.27	80.58	37.59	25.63	2.14
03	Addison Central	27.06	58.82	2,203.03	81.41	37.45	25.65	2.17
04	Addison-Rutland	19.36	47.45	1,873.21	96.76	39.48	28.04	2.45
05	Southwest Vermont	67.15	111.70	4,058.97	60.45	36.34	22.69	1.66
06	Bennington-Rutland	26.51	43.10	1,817.26	68.55	42.16	26.11	1.63
07	Colchester	18.95	41.65	2,450.81	129.33	58.84	40.44	2.20
08	Caledonia North	13.32	53.10	1,903.00	142.87	35.84	28.65	3.99
09	Caledonia Central	9.70	28.25	1,060.81	109.36	37.55	27.95	2.91
10	Milton	28.00	54.00	1,885.00	67.32	34.91	22.99	1.93
11	St. Johnsbury	14.10	58.00	1,203.82	85.38	20.76	16.70	4.11
12	Chittenden East	30.70	75.68	3,079.99	100.33	40.70	28.95	2.47
13	Chittenden Central	32.20	73.40	2,089.03	64.88	28.46	19.78	2.28
14	Chittenden South	35.94	114.93	4,162.72	115.82	36.22	27.59	3.20
15	Burlington	38.50	82.50	3,692.11	95.90	44.75	30.51	2.14
16	South Burlington	27.35	72.50	2,485.44	90.88	34.28	24.89	2.65
17	Winooski	9.25	26.51	832.91	90.04	31.42	23.29	2.87
18	Essex-Caledonia	4.23	22.45	818.00	193.38	36.44	30.66	5.31
19	Essex North	3.72	8.37	348.90	93.79	41.68	28.86	2.25
20	Franklin Northeast	27.15	67.81	1,693.95	62.39	24.98	17.84	2.50
21	Franklin Northwest	26.70	116.46	2,700.86	101.16	23.19	18.87	4.36
22	Franklin West	19.08	32.50	1,927.73	101.03	59.31	37.37	1.70
23	Franklin Central	21.76	57.50	2,719.39	124.97	47.29	34.31	2.64
24	Grand Isle	8.67	21.50	1,145.50	132.12	53.28	37.97	2.48
25	Lamoille North	28.69	68.22	1,906.57	66.45	27.95	19.67	2.38
26	Lamoille South	15.27	41.30	1,659.35	108.67	40.18	29.33	2.70
27	Orange East	18.87	52.40	2,292.74	121.50	43.75	32.17	2.78
28	Orange Southwest	16.00	40.60	1,239.34	77.46	30.53	21.90	2.54
29	Orange North	12.98	27.80	917.51	70.69	33.00	22.50	2.14
30	Orange-Windsor	12.50	29.50	1,411.71	112.94	47.85	33.61	2.36
31	Orleans Essex-North	42.18	103.21	3,300.82	78.26	31.98	22.70	2.45
32	Washington Central	19.25	54.12	1,732.31	89.99	32.01	23.61	2.81
33	Rutland South	19.08	27.29	1,179.92	61.84	43.24	25.45	1.43
34	Orleans Central	11.70	31.95	1,217.93	104.10	38.12	27.90	2.73
35	Orleans Southwest	16.28	53.40	1,358.82	83.47	25.45	19.50	3.28
36	Rutland Northeast	30.28	55.75	2,075.51	68.54	37.23	24.13	1.84
37	Rutland Central	10.78	29.05	1,397.92	129.68	48.12	35.10	2.69
38	Rutland Southwest	10.88	34.84	1,124.29	103.34	32.27	24.59	3.20
39	Rutland Windsor	7.42	10.36	660.31	88.99	63.74	37.14	1.40
40	Rutland City	48.67	83.00	2,436.62	50.06	29.36	18.51	1.71
41	Washington Northea:	12.28	27.47	790.21	64.35	28.77	19.88	2.24
42	Washington West	23.54	43.08	2,103.64	89.36	48.83	31.58	1.83
43	Washington South	11.60	35.10	916.64	79.02	26.12	19.63	3.03
45	Montpelier	15.80	59.30	1,238.57	78.39	20.89	16.49	3.75
46	Windham Central	14.22	31.00	1,329.41	93.49	42.88	29.40	2.18
47	Windham Northeast	35.14	42.50	1,726.31	49.13	40.62	22.23	1.21
48	Windham Southeast	29.95	36.80	3,141.10	104.88	85.36	47.06	1.23
49	Windham Southwest	16.18	29.26	1,059.68	65.49	36.22	23.32	1.81
50	Windsor Northwest	15.65	26.14	849.20	54.26	32.49	20.32	1.67

FY99 Special Education Staff to ADM

Su	SuName	FY99 K-12 Special Ed. Staff Reported on Service Plan shown as FTEs		FY99 ADM K-12 Resident & State-Placed	Number of Students for each Staff FTE Using FY99 K-12 ADM and Sped. Staff FTEs			Ratio of Spec. Ed. Aides to Teachers
		Teachers	Aides		Teachers	Aides	Total	
51	Windsor Central	24.24	39.51	1,345.62	55.51	34.06	21.11	1.63
52	Windsor Southeast	18.58	50.30	1,861.32	100.18	37.00	27.02	2.71
53	Windsor Southwest	15.05	36.40	1,360.41	90.39	37.37	26.44	2.42
54	Hartford	30.41	54.00	1,720.89	56.59	31.87	20.39	1.78
55	Norwich/Dresden	7.55	14.22	792.74	105.00	55.75	36.41	1.88
56	Springfield	34.96	62.04	1,653.49	47.30	26.65	17.05	1.77
57	Blue Mountain	5.77	10.11	458.08	79.39	45.31	28.85	1.75
59	Essex Town	18.20	51.50	2,124.36	116.72	41.25	30.48	2.83
60	Battenkill Valley	7.02	8.50	464.78	66.21	54.68	29.95	1.21
61	Barre	41.56	72.45	2,865.02	68.94	39.54	25.13	1.74
Total for Vermont		1,246.89	2,838.33	103,151.67	82.73	36.34	25.25	2.28
Maximum					193.38	85.36	47.06	5.31
Minimum					47.30	20.76	16.49	1.21

SUPERVISORY UNION LEVEL SPECIAL EDUCATION CHILD COUNT BY DISABILITY TYPE

K - AGE 22

December 1, 1997

Number and Percent of Total Supervisory Union Child Count

Supervisory Union	FY 98 K-12 Resident ADM	Total Child Count & % of ADM	Autism	Deaf	Developmentally Delayed	Emotional Behavioral Disability	Hard of Hearing	Learning Impairment	Other Health Impairment	Specific Learning Disability	Speech/Language Impaired	Traumatic Brain Injury	All Other Disability
Addison Central	2,185	240 11.0%	5 2.1%		16 6.7%	37 15.4%	3 1.3%	29 12.1%	15 6.3%	83 34.6%	43 17.9%	3 1.3%	7 2.9%
Addison Northeast	2,027	228 11.2%		2 0.9%	11 4.8%	25 11.0%	1 0.4%	17 7.5%	20 8.8%	96 42.1%	52 22.8%		3 1.3%
Addison Northwest	1,333	145 10.9%	2 1.4%		9 6.2%	14 9.7%	7 4.8%	14 9.7%	13 9.0%	70 48.3%	12 8.3%		2 1.4%
Addison-Rutland	1,880	222 11.8%			18 8.1%	30 13.5%	2 0.9%	40 18.0%	7 3.2%	75 33.8%	48 21.6%		2 0.9%
Barre	2,836	248 8.7%	4 1.6%	1 0.4%	29 11.7%	51 20.6%		38 15.3%	13 5.2%	83 33.5%	23 9.3%		1 0.4%
Battenkill Valley	538	53 9.9%			1 1.9%	4 7.5%		6 11.3%	2 3.8%	28 52.8%	11 20.8%		
Bennington-Rutland	1,864	214 11.5%	1 0.5%		15 7.0%	26 12.1%	4 1.9%	27 12.6%	15 7.0%	93 43.5%	29 13.6%	1 0.5%	
Blue Mountain	464	60 12.9%			4 6.7%	3 5.0%		8 13.3%	3 5.0%	36 60.0%	6 10.0%		
Burlington	3,619	474 13.1%	5 1.1%	1 0.2%	19 4.0%	79 16.7%	4 0.8%	89 18.8%	19 4.0%	179 37.8%	68 14.3%	1 0.2%	10 2.1%
Caledonia Central	1,045	70 6.7%	2 2.9%		6 8.6%	10 14.3%	1 1.4%	7 10.0%	5 7.1%	22 31.4%	15 21.4%		1 1.4%
Caledonia North	1,922	187 9.7%		1 0.5%	16 8.6%	28 15.0%	3 1.6%	30 16.0%	26 13.9%	75 40.1%	7 3.7%	1 0.5%	
Chittenden Central	2,741	146 5.3%	5 3.4%		8 5.5%	17 11.6%	2 1.4%	20 13.7%	7 4.8%	51 34.9%	29 19.9%	1 0.7%	7 4.8%
Chittenden East	3,037	293 9.6%	8 2.7%	3 1.0%	17 5.8%	38 13.0%	1 0.3%	27 9.2%	43 14.7%	99 33.8%	56 19.1%		1 0.3%
Chittenden South	4,099	353 8.6%	3 0.8%		25 7.1%	54 15.3%	7 2.0%	23 6.5%	28 7.9%	145 41.1%	59 16.7%	1 0.3%	9 2.5%
Colchester	2,439	217 8.9%	3 1.4%		14 6.5%	51 23.5%	3 1.4%	25 11.5%	20 9.2%	79 36.4%	21 9.7%		
Essex North	366	24 6.6%	1 4.2%		3 12.5%	3 12.5%			2 8.3%	12 50.0%	2 8.3%		1 4.2%
Essex Town	1,462	136 9.3%			6 4.4%	15 11.0%	3 2.2%	10 7.4%	28 20.6%	60 44.1%	14 10.3%		
Essex-Caledonia	835	54 6.5%		1 1.9%	6 11.1%	12 22.2%		6 11.1%		20 37.0%	9 16.7%		
Franklin Central	2,759	325 11.8%			26 8.0%	45 13.8%	4 1.2%	28 8.6%	19 5.8%	126 38.8%	72 22.2%	1 0.3%	3 0.9%
Franklin Northeast	1,717	259 15.1%			12 4.6%	17 6.6%	3 1.2%	33 12.7%	7 2.7%	149 57.5%	33 12.7%	1 0.4%	5 1.9%
Franklin Northwest	2,723	276 10.1%			24 8.7%	70 25.4%	2 0.7%	40 14.5%	19 6.9%	54 19.6%	62 22.5%		3 1.1%
Franklin West	1,674	147 8.8%	2 1.4%	2 1.4%	9 6.1%	20 13.6%	2 1.4%	14 9.5%	8 5.4%	57 38.8%	32 21.8%	1 0.7%	1 0.7%
Grand Isle	1,163	126 10.8%	1 0.8%	1 0.8%	10 7.9%	12 9.5%	2 1.6%	17 13.5%	10 7.9%	28 22.2%	44 34.9%		
Hartford	1,748	249 14.2%	6 2.4%		26 10.4%	46 18.5%		26 10.4%	10 4.0%	84 33.7%	48 19.3%		2 0.8%
Lamoille North	2,180	249 11.4%	2 0.8%		14 5.6%	45 18.1%	3 1.2%	23 9.2%	14 5.6%	99 39.8%	46 18.5%	1 0.4%	2 0.8%
Lamoille South	1,716	145 8.4%	1 0.7%		12 8.3%	22 15.2%		13 9.0%	15 10.3%	54 37.2%	23 15.9%		1 0.7%
Milton	1,789	163 9.1%			22 13.5%	31 19.0%	2 1.2%	23 14.1%	6 3.7%	46 28.2%	27 16.6%	1 0.6%	4 2.5%
Montpelier	1,195	155 13.0%	3 1.9%		6 3.9%	31 20.0%	1 0.6%	8 5.2%	20 12.9%	65 41.9%	19 12.3%		
Norwich/Dresden	803	26 3.2%	2 7.7%		2 7.7%	2 7.7%		1 3.8%	1 3.8%	12 46.2%	2 7.7%		3 11.5%
Orange East	2,300	307 13.3%		1 0.3%	12 3.9%	21 6.8%	2 0.7%	41 13.4%	4 1.3%	183 59.6%	34 11.1%	2 0.7%	8 2.6%
Orange North	930	118 12.7%		2 1.7%	11 9.3%	9 7.6%		7 5.9%	6 5.1%	55 46.6%	27 22.9%		
Orange Southwest	1,298	143 11.0%	2 1.4%	1 0.7%	5 3.5%	19 13.3%	1 0.7%	18 12.6%	7 4.9%	59 41.3%	28 19.6%	1 0.7%	1 0.7%
Orange-Windsor	1,403	164 11.7%		1 0.6%	15 9.1%	19 11.6%		12 7.3%	17 10.4%	56 34.1%	40 24.4%		1 0.6%
Orleans Central	1,250	112 9.0%	1 0.9%	1 0.9%	8 7.1%	11 9.8%		11 9.8%	4 3.6%	53 47.3%	18 16.1%		4 3.6%
Orleans Essex-North	3,331	524 15.7%	3 0.6%	3 0.6%	10 1.9%	92 17.6%	7 1.3%	52 9.9%	19 3.6%	220 42.0%	114 21.8%	2 0.4%	2 0.4%
Orleans Southwest	1,417	192 13.6%	2 1.0%		19 9.9%	24 12.5%	2 1.0%	21 10.9%	13 6.8%	65 33.9%	42 21.9%		3 1.6%
Rutland Central	1,421	98			6 6.1%	16 16.3%	2 2.0%	16 16.3%	4 4.1%	27 27.6%	25 25.5%	1 1.0%	2 2.0%

SUPERVISORY UNION LEVEL SPECIAL EDUCATION CHILD COUNT BY DISABILITY TYPE

K - AGE 22

December 1, 1997

Number and Percent of Total Supervisory Union Child Count

Supervisory Union	FY 98 K-12 Resident ADM	Total Child Count & % of ADM	Autism	Deaf	Developmentally Delayed	Emotional Behavioral Disability	Hard of Hearing	Learning Impairment	Other Health Impairment	Specific Learning Disability	Speech/Language Impaired	Traumatic Brain Injury	All Other Disability
Rutland City	2,461	261 10.6%	1 0.4%	1 0.4%	27 10.3%	54 20.7%	2 0.8%	66 25.3%	19 7.3%	58 22.2%	25 9.6%	1 0.4%	7 2.7%
Rutland Northeast	2,157	269 12.5%	3 1.1%	4 1.5%	30 11.2%	48 17.8%	3 1.1%	38 14.1%	19 7.1%	89 33.1%	29 10.8%	1 0.4%	3 1.1%
Rutland South	1,184	136 11.5%	2 1.5%		7 5.1%	11 8.1%	1 0.7%	19 14.0%	5 3.7%	75 55.1%	13 9.6%	1 0.7%	3 2.2%
Rutland Southwest	1,116	153 13.7%	1 0.7%	1 0.7%	15 9.8%	24 15.7%	3 2.0%	30 19.6%	5 3.3%	50 32.7%	23 15.0%		1 0.7%
Rutland Windsor	676	78 11.5%			3 3.8%	16 20.5%		14 17.9%	1 1.3%	25 32.1%	17 21.8%	1 1.3%	2 2.6%
South Burlington	2,364	229 9.7%	3 1.3%	2 0.9%	9 3.9%	40 17.5%	1 0.4%	19 8.3%	33 14.4%	75 32.8%	38 16.6%		1 0.4%
Southwest Vermont	4,038	603 14.9%	6 1.0%	5 0.8%	50 8.3%	123 20.4%	6 1.0%	52 8.6%	35 5.8%	229 38.0%	83 13.8%	3 0.5%	9 1.5%
Springfield	1,717	228 13.3%	1 0.4%		7 3.1%	36 15.8%		50 21.9%	13 5.7%	102 44.7%	18 7.9%		0 0.0%
St. Johnsbury	1,307	109 8.3%	1 0.9%	1 0.9%	3 2.8%	29 26.6%		23 21.1%	3 2.8%	40 36.7%	5 4.6%	1 0.9%	4 3.7%
Washington Central	1,753	191 10.9%	3 1.6%		8 4.2%	32 16.8%	1 0.5%	18 9.4%	16 8.4%	96 50.3%	16 8.4%	1 0.5%	1 0.5%
Washington Northeast	812	87 10.7%			12 13.8%	9 10.3%	1 1.1%	10 11.5%	5 5.7%	31 35.6%	17 19.5%		1 1.1%
Washington South	962	141 14.7%	1 0.7%	1 0.7%	7 5.0%	11 7.8%	1 0.7%	9 6.4%	9 6.4%	87 61.7%	15 10.6%		0 0.0%
Washington West	2,096	238 11.4%		1 0.4%	13 5.5%	40 16.8%	1 0.4%	15 6.3%	26 10.9%	119 50.0%	18 7.6%		
Windham Central	1,325	122 9.2%			4 3.3%	13 10.7%		14 11.5%	14 11.5%	64 52.5%	12 9.8%		1 0.8%
Windham Northeast	1,779	316 17.8%			9 2.8%	45 14.2%	1 0.3%	30 9.5%	39 12.3%	174 55.1%	14 4.4%		4 1.3%
Windham Southeast	3,270	370 11.3%	2 0.5%	12 3.2%	15 4.1%	26 7.0%		45 12.2%	9 2.4%	137 37.0%	119 32.2%		2 0.5%
Windham Southwest	1,066	114 10.7%		1 0.9%	7 6.1%	3 2.6%	1 0.9%	7 6.1%	22 19.3%	46 40.4%	19 16.7%	2 1.8%	7 6.1%
Windsor Central	1,341	148 11.0%	6 4.1%		11 7.4%	20 13.5%	1 0.7%	11 7.4%	29 19.6%	63 42.6%	6 4.1%		0 0.0%
Windsor Northwest	861	116 13.5%		1 0.9%	3 2.6%	31 26.7%	2 1.7%	6 5.2%	15 12.9%	36 31.0%	19 16.4%	1 0.9%	
Windsor Southeast	1,853	180 9.7%	1 0.6%		11 6.1%	20 11.1%		20 11.1%	12 6.7%	88 48.9%	21 11.7%	1 0.6%	3 1.7%
Windsor Southwest	1,372	193 14.1%	1 0.5%		12 6.2%	35 18.1%		8 4.1%	17 8.8%	88 45.6%	25 13.0%	2 1.0%	6 3.1%
Winooski	809	100 12.4%		2 2.0%	14 14.0%	25 25.0%		12 12.0%	2 2.0%	31 31.0%	13 13.0%		1 1.0%

* Totals do not include 6 students counted by the Dept. of Corrections

	FY 98 K-12 Resident ADM	Totals	Autism	Deaf	Developmentally Delayed	Emotional Behavioral Disability	Hard of Hearing	Learning Impairment	Other Health Impairment	Specific Learning Disability	Speech/Language Impaired	Traumatic Brain Injury	All Other Disability
Total	103,826	11,524	96 0.8%	54 0.5%	749 6.5%	1740 15.1%	99 0.9%	1336 11.6%	817 7.1%	4601 39.9%	1805 15.7%	34 0.3%	145 1.3%
Average	1,759.76	195.3	2.7 1.4%	2.0 1.0%	12.7 6.5%	29.5 15.1%	2.5 1.3%	23.0 11.8%	14.1 7.2%	78.0 39.9%	30.6 15.7%	1.3 0.7%	3.1 1.6%
Minimum	366	24	1 0.4%	1 0.2%	1 1.9%	2 2.6%	1 0.3%	1 3.8%	1 1.3%	12 19.6%	2 3.7%	1 0.2%	0 0.0%
Maximum	4099	603	8 7.7%	12 3.2%	50 14.0%	123 26.7%	7 4.8%	89 25.3%	43 20.6%	229 61.7%	119 34.9%	3 1.8%	10 11.5%

SPECIAL SERVICES STUDENT COUNT BY SUPERVISORY UNION

From Spring 1998 Demographic Breakdown of Students in the 2nd, 4th, 8th, 10th Grade Who Participated in NSRE.

Supervisory Union	All Students	No Services	Special Ed	504 Services	Act230 Services	TitleI Math	TitleI Reading
Addison Central	713	516	99	15	62	7	35
Addison Northeast	613	479	61	4	27	28	58
Addison Northwest	421	316	38	12	48	2	49
Addison-Rutland	449	328	88	33	14	9	19
Barre	887	720	90	35	38	32	52
Battenkill Valley	157	120	12	2	7	0	19
Bennington-Rutland	372	261	55	12	34	1	32
Blue Mountain	148	110	23	2	6	6	3
Burlington	1103	677	143	33	30	75	222
Caledonia Central	313	235	41	13	28	6	13
Caledonia North	455	333	80	28	14	0	29
Chittenden Central	835	658	98	51	27	27	48
Chittenden East	951	674	132	26	101	23	41
Chittenden South	1313	1036	125	34	76	51	63
Colchester	769	617	68	18	22	34	49
Essex North	81	58	22	16	0	1	0
Essex Town	512	428	49	30	35	0	0
Essex-Caledonia	191	162	22	7	6	1	0
Franklin Central	639	467	93	13	15	39	62
Franklin Northeast	519	263	82	16	24	92	162
Franklin Northwest	835	689	81	28	33	5	32
Franklin West	528	369	67	17	52	59	62
Grand Isle	261	174	36	6	3	37	48
Hartford	598	444	104	21	37	0	17
Lamoille North	623	482	99	31	30	7	19
Lamoille South	578	223	50	12	28	303	304
Milton	591	450	93	30	16	0	35
Montpelier	421	302	66	6	11	26	24
Norwich/Dresden	118	80	8	3	20	3	14
Orange East	585	458	68	12	20	5	43
Orange North	251	196	17	4	8	17	38
Orange Southwest	390	300	45	7	6	15	37

SPECIAL SERVICES STUDENT COUNT BY SUPERVISORY UNION
From Spring 1998 Demographic Breakdown of Students in the 2nd, 4th, 8th, 10th Grade Who Participated in NSRE.

Supervisory Union	All Students	No Services		Special Ed	504 Services		Act230 Services		TitleMath		TitleReading		
Orange-Windsor	380	317	83.4%	40	10.5%	6	1.6%	8	2.1%	15	3.9%	15	3.9%
Orleans Central	364	284	78.0%	27	7.4%	3	0.8%	16	4.4%	32	8.8%	36	9.9%
Orleans Essex-North	1076	767	71.3%	233	21.7%	91	8.5%	38	3.5%	8	0.7%	38	3.5%
Orleans Southwest	386	255	66.1%	85	22.0%	30	7.8%	26	6.7%	1	0.3%	25	6.5%
Private Schools	865	750	86.7%	106	12.3%	40	4.6%	4	0.5%	0	0.0%	1	0.1%
Rutland Central	401	334	83.3%	36	9.0%	7	1.7%	18	4.5%	2	0.5%	14	3.5%
Rutland City	798	591	74.1%	138	17.3%	57	7.1%	67	8.4%	1	0.1%	0	0.0%
Rutland Northeast	643	401	62.4%	109	17.0%	35	5.4%	119	18.5%	3	0.5%	41	6.4%
Rutland South	445	331	74.4%	61	13.7%	10	2.2%	28	6.3%	7	1.6%	27	6.1%
Rutland Southwest	147	116	78.9%	15	10.2%	4	2.7%	6	4.1%	0	0.0%	10	6.8%
Rutland Windsor	194	169	87.1%	17	8.8%	5	2.6%	7	3.6%	1	0.5%	3	1.5%
South Burlington	794	594	74.8%	96	12.1%	11	1.4%	85	10.7%	0	0.0%	5	0.6%
Southwest Vermont	1266	1020	80.6%	143	11.3%	21	1.7%	15	1.2%	0	0.0%	97	7.7%
Springfield	565	390	69.0%	111	19.6%	48	8.5%	34	6.0%	0	0.0%	53	9.4%
St. Johnsbury	175	134	76.6%	33	18.9%	13	7.4%	7	4.0%	0	0.0%	0	0.0%
Washington Central	562	448	79.7%	66	11.7%	13	2.3%	15	2.7%	22	3.9%	26	4.6%
Washington Northeast	240	198	82.5%	33	13.8%	9	3.8%	3	1.3%	0	0.0%	6	2.5%
Washington South	278	210	75.5%	50	18.0%	12	4.3%	10	3.6%	0	0.0%	13	4.7%
Washington West	642	405	63.1%	144	22.4%	69	10.7%	37	5.8%	42	6.5%	48	7.5%
Windham Central	234	168	71.8%	36	15.4%	4	1.7%	9	3.8%	15	6.4%	22	9.4%
Windham Northeast	585	453	77.4%	83	14.2%	36	6.2%	20	3.4%	20	3.4%	40	6.8%
Windham Southeast	729	496	68.0%	105	14.4%	29	4.0%	39	5.3%	32	4.4%	79	10.8%
Windham Southwest	337	223	66.2%	72	21.4%	46	13.6%	19	5.6%	18	5.3%	19	5.6%
Windsor Central	461	413	89.6%	39	8.5%	11	2.4%	6	1.3%	0	0.0%	1	0.2%
Windsor Northwest	272	180	66.2%	48	17.6%	13	4.8%	24	8.8%	0	0.0%	26	9.6%
Windsor Southeast	390	307	78.7%	47	12.1%	21	5.4%	6	1.5%	9	2.3%	31	7.9%
Windsor Southwest	216	166	76.9%	39	18.1%	33	15.3%	1	0.5%	7	3.2%	12	5.6%
Winooski	277	161	58.1%	41	14.8%	8	2.9%	0	0.0%	35	12.6%	52	18.8%
Total	30,942	22,906	74.0%	4,208	13.6%	1,262	4.1%	1,545	5.0%	1,181	3.8%	2,369	7.7%
Average	520	386	74.3%	71	13.8%	21	4.4%	26	5.0%	19	3.7%	39	7.5%
Maximum	1,313	1,036	89.6%	233	27.2%	91	19.8%	119	18.5%	303	52.4%	304	52.6%
Minimum	81	58	38.6%	8	6.8%	2	0.7%	-	0.0%	-	0.0%	-	0.0%

Special Education K-12 Child Count by Supervisory Union
for FY96 - FY98

Supervisory Union	Special Education K-12 Child Count		
	FY98	FY97	FY96
01 Addison Northeast	228	231	211
02 Addison Northwest	145	142	138
03 Addison Central	240	248	240
04 Addison-Rutland	222	215	196
05 Southwest Vermont	603	557	521
06 Bennington-Rutland	214	198	202
07 Colchester	217	217	238
08 Caledonia North	187	187	184
09 Caledonia Central	70	92	89
10 Milton	163	169	183
11 St. Johnsbury	109	98	101
12 Chittenden East	293	279	258
13 Chittenden Central	146	129	133
14 Chittenden South	353	324	290
15 Burlington	474	446	411
16 South Burlington	229	207	173
17 Winooski	100	100	105
18 Essex-Caledonia	54	58	71
19 Essex North	24	23	23
20 Franklin Northeast	259	269	232
21 Franklin Northwest	276	258	218
22 Franklin West	147	156	170
23 Franklin Central	325	315	306
24 Grand Isle	126	126	127
25 Lamoille North	249	233	234
26 Lamoille South	145	144	141
27 Orange East	307	290	270
28 Orange Southwest	143	147	132
29 Orange North	118	114	95
30 Orange-Windsor	164	146	155
31 Orleans Essex-North	524	492	482
32 Washington Central	191	178	174
33 Rutland South	136	134	131
34 Orleans Central	112	114	111
35 Orleans Southwest	192	201	179
36 Rutland Northeast	269	249	245
37 Rutland Central	98	87	82
38 Rutland Southwest	153	144	132
39 Rutland Windsor	78	60	70
40 Rutland City	261	250	270
41 Washington Northeast	87	80	89
42 Washington West	238	220	216
43 Washington South	141	135	131
44 Barre City	n/a	164	155
45 Montpelier	155	156	162

Special Education K-12 Child Count by Supervisory Union
for FY96 - FY98

Supervisory Union	Special Education K-12 Child Count		
	FY98	FY97	FY96
46 Windham Central	122	124	134
47 Windham Northeast	316	311	306
48 Windham Southeast	370	346	323
49 Windham Southwest	114	115	101
50 Windsor Northwest	116	97	92
51 Windsor Central	148	148	144
52 Windsor Southeast	180	181	166
53 Windsor Southwest	193	171	146
54 Hartford	249	232	210
55 Norwich*	26	33	32
56 Springfield	228	214	193
57 Blue Mountain	60	65	74
58 Barre Town	n/a	92	75
59 Essex Town	136	140	134
60 Battenkill Valley	53	52	42
61 Barre	248	n/a	n/a
Total for Vermont	11,524	11,103	10,648

* Norwich's count of special education students here only reflects the elementary students as the high school students attend school in New Hampshire and are counted in the New Hampshire child count. Also the six students counted by the Department of Corrections are excluded from this chart.

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VERMONT COMPREHENSIVE ASSESSMENT SYSTEM						
Tool	Content Area	Grade Levels	Participation Level	Reporting Level(s)	Frequency	Status
State Component						
Student Portfolios (collection of student work)	Writing Mathematics	5, 8 4, 8, 10	A stratified random sample of all students is centrally scored with the Vermont rubrics	State	Writing/ Math: Alternate Years	Mandated (If selected, a student's portfolio or comparable work must be submitted)
	Standards Based Standardized Tests/ Assessments	Early Reading English/LA Mathematics	2 4, 8, 10 4, 8, 10	All students: E/LA and Math are scored externally	Annually	Mandated
	Science History/ Social Studies/ Geography	6, 11 6, 9, 11	School; SU; State		Sci/SS: Alternate Years	
Local Component						
Student Portfolios	Writing Mathematics	5, 8 4, 8, 10	All students' portfolios are scored locally	Student; School; SU (Includes index of scoring consistency)	Annually	Strongly Recommended (Mandated for Title I Schools*)
Norm-referenced Standardized (Recommended by State Panel)	English/LA Mathematics Others locally determined (Must be linked to Vermont Standards)	5, 9, 11	All students (who can take the test without adaptations)	Student; School; SU	Annually	Strongly Recommended
Locally developed or selected assessments	Determined Locally (To address Vermont Standards not assessed elsewhere in the system)	Determined Locally	All students	Student; School; SU	Annually	Strongly Recommended

*Schools which are not already participating in the Vermont Portfolio Assessment Program will be required to adopt that program OR demonstrate (with technical assistance from the VTDOE) that their existing program is a comparable measure for Adequate Yearly Progress.

Spring 1998 Statewide Assessment Results For all Students Tested

<i>Reporting Area</i>	<i># Students Tested</i>	<i>% Little Evidence</i>	<i>% Below the Standards</i>	<i>% Nearly Achieving the Standards</i>	<i>% Achieving the Standards</i>	<i>% Achieving Standards With Honors</i>
Early Reading						
<i>Grade</i> 2						
Developmental Reading Assessment	7718	9%	8%	7%	24%	52%
English/Language Arts						
<i>Grade</i> 4						
Reading: Analysis & Interpretation	7648	0%	9%	33%	56%	1%
Reading: Basic Understanding	7648	0%	8%	14%	67%	12%
Writing Conventions	7648	0%	20%	29%	49%	2%
<i>Grade</i> 8						
Reading: Analysis & Interpretation	7683	0%	23%	36%	31%	9%
Reading: Basic Understanding	7683	0%	8%	31%	55%	6%
Writing Conventions	7683	0%	2%	16%	75%	7%
<i>Grade</i> 10						
Reading: Analysis & Interpretation	6060	2%	31%	36%	31%	1%
Reading: Basic Understanding	6060	1%	12%	41%	44%	1%
Writing Conventions	6060	0%	1%	23%	69%	7%
Mathematics						
<i>Grade</i> 4						
Mathematical Concepts	7666	0%	25%	43%	29%	3%
Mathematical Problem Solving	7666	4%	43%	26%	21%	8%
Mathematical Skills	7666	0%	9%	29%	50%	12%
<i>Grade</i> 8						
Mathematical Concepts	7764	22%	21%	21%	22%	15%
Mathematical Problem Solving	7764	18%	35%	17%	27%	2%
Mathematical Skills	7764	3%	17%	24%	34%	23%
<i>Grade</i> 10						
Mathematical Concepts	6089	23%	27%	16%	21%	12%
Mathematical Problem Solving	6089	23%	37%	13%	16%	10%
Mathematical Skills	6089	0%	10%	13%	47%	30%
Science						
<i>Grade</i> 6						
Vermont Science Assessment	7928	7%	26%	33%	24%	10%
<i>Grade</i> 11						
Vermont Science Assessment	5393	32%	44%	15%	7%	2%

**Spring 1998 Statewide Assessment Results Comparing Students Who
Received Special Education or 504 Services With Those Who Received
No Special Services**

<i>Reporting Area</i>	<i># Students Tested</i>	<i>% Little Evidence</i>	<i>% Below the Standards</i>	<i>% Nearly Achieving the Standards</i>	<i>% Achieving the Standards</i>	<i>% Achieving Standards With Honors</i>
English/Language Arts						
Grade 4						
Students Receiving No Special Services *						
Reading: Analysis & Interpretation	6575	0%	6%	31%	61%	1%
Reading: Basic Understanding	6575	0%	5%	11%	70%	14%
Writing Conventions	6575	0%	15%	29%	54%	2%
Students Receiving 504 Services Only						
Reading: Analysis & Interpretation	190	0%	17%	52%	31%	1%
Reading: Basic Understanding	190	0%	12%	28%	57%	3%
Writing Conventions	190	1%	40%	33%	26%	0%
Students Receiving Special Education Only						
Reading: Analysis & Interpretation	882	0%	32%	44%	23%	0%
Reading: Basic Understanding	882	1%	27%	27%	43%	2%
Writing Conventions	882	1%	55%	31%	13%	0%
Grade 8						
Students Receiving No Special Services *						
Reading: Analysis & Interpretation	6634	0%	17%	37%	35%	10%
Reading: Basic Understanding	6634	0%	5%	29%	60%	7%
Writing Conventions	6634	0%	1%	12%	79%	8%
Students Receiving 504 Services Only						
Reading: Analysis & Interpretation	203	0%	35%	44%	17%	3%
Reading: Basic Understanding	203	0%	12%	43%	43%	2%
Writing Conventions	203	0%	3%	25%	71%	1%
Students Receiving Special Education Only						
Reading: Analysis & Interpretation	839	2%	63%	27%	7%	1%
Reading: Basic Understanding	839	0%	33%	47%	19%	1%
Writing Conventions	839	1%	10%	47%	41%	1%
Grade 10						
Students Receiving No Special Services *						
Reading: Analysis & Interpretation	5543	1%	28%	37%	33%	1%
Reading: Basic Understanding	5543	1%	9%	41%	47%	2%
Writing Conventions	5543	0%	1%	20%	72%	8%
Students Receiving Special Education Only						
Reading: Analysis & Interpretation	473	9%	69%	18%	4%	0%
Reading: Basic Understanding	473	5%	46%	39%	10%	0%
Writing Conventions	473	0%	8%	59%	31%	1%

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* Students who were identified as not receiving IEP, 504, Act 230 or Title I Services

**Spring 1998 Statewide Assessment Results Comparing Students Who
Received Special Education or 504 Services With Those Who Received
No Special Services**

<i>Reporting Area</i>	<i># Students Tested</i>	<i>% Little Evidence</i>	<i>% Below the Standards</i>	<i>% Nearly Achieving the Standards</i>	<i>% Achieving the Standards</i>	<i>% Achieving Standards With Honors</i>
Mathematics						
Grade 4						
Students Receiving No Special Services *						
Mathematical Concepts	6563	0%	20%	45%	32%	3%
Mathematical Problem Solving	6563	2%	40%	27%	23%	8%
Mathematical Skills	6563	0%	6%	28%	53%	13%
Students Receiving 504 Services Only						
Mathematical Concepts	189	1%	44%	42%	12%	1%
Mathematical Problem Solving	189	9%	61%	21%	8%	1%
Mathematical Skills	189	0%	19%	40%	39%	2%
Students Receiving Special Education Only						
Mathematical Concepts	911	1%	54%	34%	10%	0%
Mathematical Problem Solving	911	12%	61%	15%	10%	3%
Mathematical Skills	911	1%	24%	40%	32%	4%
Grade 8						
Students Receiving No Special Services *						
Mathematical Concepts	6713	17%	21%	22%	24%	16%
Mathematical Problem Solving	6713	14%	35%	18%	30%	2%
Mathematical Skills	6713	2%	14%	23%	35%	25%
Students Receiving 504 Services Only						
Mathematical Concepts	210	37%	20%	19%	16%	8%
Mathematical Problem Solving	210	29%	36%	17%	17%	1%
Mathematical Skills	210	7%	22%	28%	25%	18%
Students Receiving Special Education Only						
Mathematical Concepts	838	57%	22%	13%	5%	3%
Mathematical Problem Solving	838	47%	37%	10%	7%	0%
Mathematical Skills	838	13%	36%	26%	20%	4%
Grade 10						
Students Receiving No Special Services *						
Mathematical Concepts	5612	20%	28%	17%	22%	13%
Mathematical Problem Solving	5612	20%	38%	14%	18%	11%
Mathematical Skills	5612	0%	8%	12%	48%	32%
Students Receiving Special Education Only						
Mathematical Concepts	464	63%	25%	7%	5%	1%
Mathematical Problem Solving	464	63%	28%	4%	3%	1%
Mathematical Skills	464	2%	38%	22%	34%	4%

* Students who were identified as not receiving IEP, 504, Act 230 or Title I Services

***Spring 1998 Statewide Assessment Results Comparing Students Who
Received Special Education or 504 Services With Those Who Received
No Special Services***

<i>Reporting Area</i>	<i># Students Tested</i>	<i>% Little Evidence</i>	<i>% Below the Standards</i>	<i>% Nearly Achieving the Standards</i>	<i>% Achieving the Standards</i>	<i>% Achieving Standards With Honors</i>
Science						
<i>Grade 6</i>						
Students Receiving No Special Services *						
Vermont Science Assessment	6684	4%	23%	35%	26%	11%
Students Receiving 504 Services Only						
Vermont Science Assessment	231	12%	37%	27%	17%	7%
Students Receiving Special Education Only						
Vermont Science Assessment	1013	21%	41%	25%	10%	3%
<i>Grade 11</i>						
Students Receiving No Special Services *						
Vermont Science Assessment	5032	29%	46%	16%	7%	2%
Students Receiving Special Education Only						
Vermont Science Assessment	354	71%	25%	2%	1%	0%

** Students who were identified as not receiving IEP, 504, Act 230 or Title I Services*

***Spring 1998 Statewide Assessment Results Comparing Students Who
Received Special Education or 504 Services With Those Who Received
No Special Services***

<i>Reporting Area</i>	<i># Students Tested</i>	<i>% Little Evidence</i>	<i>% Below the Standards</i>	<i>% Nearly Achieving the Standards</i>	<i>% Achieving the Standards</i>	<i>% Achieving Standards With Honors</i>
Early Reading						
Grade 2						
Students Receiving No Special Services *						
Developmental Reading Assessment	6788	5%	7%	7%	25%	56%
Students Receiving 504 Services Only						
Developmental Reading Assessment	115	17%	13%	11%	30%	29%
Students Receiving Special Education Only						
Developmental Reading Assessment	658	43%	16%	10%	18%	13%

Students in the Lowest Two Performance Levels

Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas

Supervisory Union Name	DRA Assessment and Selected Content Areas of the NSRE	2nd Grade	4th Grade	8th Grade	10th Grade
Addison Central	Developmental Reading Assessment	9.0%			
Addison Central	Mathematical Skills		6.0%	10.0%	9.0%
Addison Central	Reading: Basic Understanding		9.0%	5.0%	13.0%
Addison Northeast	Developmental Reading Assessment	8.0%			
Addison Northeast	Mathematical Skills		4.0%	20.0%	9.0%
Addison Northeast	Reading: Basic Understanding		6.0%	5.0%	8.0%
Addison Northwest	Developmental Reading Assessment	18.0%			
Addison Northwest	Mathematical Skills		7.0%	15.0%	7.0%
Addison Northwest	Reading: Basic Understanding		4.0%	7.0%	7.0%
Addison-Rutland	Developmental Reading Assessment	11.0%			
Addison-Rutland	Mathematical Skills		10.0%	18.0%	8.0%
Addison-Rutland	Reading: Basic Understanding		8.0%	11.0%	12.0%
Barre	Developmental Reading Assessment	16.0%			
Barre	Mathematical Skills		13.0%	20.0%	16.0%
Barre	Reading: Basic Understanding		5.0%	17.0%	16.0%
Battenkill Valley	Developmental Reading Assessment	34.0%			
Battenkill Valley	Mathematical Skills		3.0%	23.0%	18.0%
Battenkill Valley	Reading: Basic Understanding		3.0%	6.0%	31.0%
Bennington-Rutland	Developmental Reading Assessment	27.0%			
Bennington-Rutland	Mathematical Skills		5.0%	7.0%	0.0%
Bennington-Rutland	Reading: Basic Understanding		10.0%	1.0%	0.0%
Blue Mountain	Developmental Reading Assessment	22.0%			
Blue Mountain	Mathematical Skills		0.0%	18.0%	16.0%
Blue Mountain	Reading: Basic Understanding		20.0%	9.0%	12.0%
Burlington	Developmental Reading Assessment	21.0%			
Burlington	Mathematical Skills		9.0%	31.0%	10.0%
Burlington	Reading: Basic Understanding		9.0%	11.0%	13.0%
Caledonia Central	Developmental Reading Assessment	13.0%			
Caledonia Central	Mathematical Skills		7.0%	15.0%	0.0%
Caledonia Central	Reading: Basic Understanding		6.0%	8.0%	18.0%
Caledonia North	Developmental Reading Assessment	13.0%			
Caledonia North	Mathematical Skills		14.0%	22.0%	0.0%
Caledonia North	Reading: Basic Understanding		7.0%	4.0%	0.0%
Chittenden Central	Developmental Reading Assessment	14.0%			
Chittenden Central	Mathematical Skills		8.0%	14.0%	2.0%
Chittenden Central	Reading: Basic Understanding		2.0%	2.0%	5.0%
Chittenden East	Developmental Reading Assessment	15.0%			
Chittenden East	Mathematical Skills		5.0%	17.0%	4.0%
Chittenden East	Reading: Basic Understanding		2.0%	5.0%	3.0%
Chittenden South	Developmental Reading Assessment	10.0%			
Chittenden South	Mathematical Skills		4.0%	12.0%	6.0%
Chittenden South	Reading: Basic Understanding		5.0%	5.0%	9.0%
Colchester	Developmental Reading Assessment	16.0%			
Colchester	Mathematical Skills		13.0%	25.0%	11.0%
Colchester	Reading: Basic Understanding		8.0%	6.0%	16.0%

Students in the Lowest Two Performance Levels
Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas

Supervisory Union Name	DRA Assessment and Selected Content Areas of the NSRE	2nd Grade	4th Grade	8th Grade	10th Grade
Essex North	Developmental Reading Assessment	6.0%			
Essex North	Mathematical Skills		0.0%	22.0%	24.0%
Essex North	Reading: Basic Understanding		6.0%	0.0%	18.0%
Essex Town	Developmental Reading Assessment	16.0%			
Essex Town	Mathematical Skills		4.0%	13.0%	0.0%
Essex Town	Reading: Basic Understanding		1.0%	1.0%	0.0%
Essex-Caledonia	Developmental Reading Assessment	21.0%			
Essex-Caledonia	Mathematical Skills		17.0%	23.0%	25.0%
Essex-Caledonia	Reading: Basic Understanding		24.0%	5.0%	46.0%
Franklin Central	Developmental Reading Assessment	16.0%			
Franklin Central	Mathematical Skills		13.0%	32.0%	0.0%
Franklin Central	Reading: Basic Understanding		10.0%	10.0%	0.0%
Franklin Northeast	Developmental Reading Assessment	27.0%			
Franklin Northeast	Mathematical Skills		10.0%	30.0%	24.0%
Franklin Northeast	Reading: Basic Understanding		8.0%	14.0%	25.0%
Franklin Northwest	Developmental Reading Assessment	12.0%			
Franklin Northwest	Mathematical Skills		11.0%	24.0%	13.0%
Franklin Northwest	Reading: Basic Understanding		10.0%	14.0%	23.0%
Franklin West	Developmental Reading Assessment	14.0%			
Franklin West	Mathematical Skills		7.0%	23.0%	14.0%
Franklin West	Reading: Basic Understanding		5.0%	11.0%	21.0%
Grand Isle	Developmental Reading Assessment	25.0%			
Grand Isle	Mathematical Skills		20.0%	12.0%	0.0%
Grand Isle	Reading: Basic Understanding		12.0%	8.0%	0.0%
Hartford	Developmental Reading Assessment	14.0%			
Hartford	Mathematical Skills		7.0%	17.0%	12.0%
Hartford	Reading: Basic Understanding		9.0%	5.0%	11.0%
Lamoille North	Developmental Reading Assessment	23.0%			
Lamoille North	Mathematical Skills		8.0%	11.0%	16.0%
Lamoille North	Reading: Basic Understanding		10.0%	5.0%	19.0%
Lamoille South	Developmental Reading Assessment	14.0%			
Lamoille South	Mathematical Skills		7.0%	18.0%	8.0%
Lamoille South	Reading: Basic Understanding		3.0%	8.0%	4.0%
Milton	Developmental Reading Assessment	33.0%			
Milton	Mathematical Skills		10.0%	18.0%	4.0%
Milton	Reading: Basic Understanding		8.0%	10.0%	12.0%
Montpelier	Developmental Reading Assessment	15.0%			
Montpelier	Mathematical Skills		9.0%	19.0%	8.0%
Montpelier	Reading: Basic Understanding		6.0%	8.0%	13.0%
Norwich/Dresden	Developmental Reading Assessment	2.0%			
Norwich/Dresden	Mathematical Skills		7.0%	0.0%	0.0%
Norwich/Dresden	Reading: Basic Understanding		0.0%	0.0%	0.0%
Orange East	Developmental Reading Assessment	17.0%			
Orange East	Mathematical Skills		8.0%	20.0%	7.0%
Orange East	Reading: Basic Understanding		11.0%	7.0%	12.0%

Students in the Lowest Two Performance Levels

Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas

Supervisory Union Name	DRA Assessment and Selected Content Areas of the NSRE	2nd Grade	4th Grade	8th Grade	10th Grade
Orange North	Developmental Reading Assessment	33.0%			
Orange North	Mathematical Skills		21.0%	21.0%	4.0%
Orange North	Reading: Basic Understanding		24.0%	14.0%	31.0%
Orange Southwest	Developmental Reading Assessment	20.0%			
Orange Southwest	Mathematical Skills		2.0%	25.0%	14.0%
Orange Southwest	Reading: Basic Understanding		4.0%	10.0%	11.0%
Orange-Windsor	Developmental Reading Assessment	7.0%			
Orange-Windsor	Mathematical Skills		7.0%	19.0%	14.0%
Orange-Windsor	Reading: Basic Understanding		6.0%	5.0%	14.0%
Orleans Central	Developmental Reading Assessment	5.0%			
Orleans Central	Mathematical Skills		5.0%	26.0%	6.0%
Orleans Central	Reading: Basic Understanding		9.0%	11.0%	8.0%
Orleans Essex-North	Developmental Reading Assessment	21.0%			
Orleans Essex-North	Mathematical Skills		9.0%	15.0%	14.0%
Orleans Essex-North	Reading: Basic Understanding		13.0%	9.0%	12.0%
Orleans Southwest	Developmental Reading Assessment	19.0%			
Orleans Southwest	Mathematical Skills		20.0%	47.0%	11.0%
Orleans Southwest	Reading: Basic Understanding		7.0%	12.0%	13.0%
Rutland Central	Developmental Reading Assessment	30.0%			
Rutland Central	Mathematical Skills		11.0%	19.0%	9.0%
Rutland Central	Reading: Basic Understanding		13.0%	6.0%	20.0%
Rutland City	Developmental Reading Assessment	21.0%			
Rutland City	Mathematical Skills		16.0%	29.0%	13.0%
Rutland City	Reading: Basic Understanding		14.0%	10.0%	16.0%
Rutland Northeast	Developmental Reading Assessment	14.0%			
Rutland Northeast	Mathematical Skills		7.0%	23.0%	5.0%
Rutland Northeast	Reading: Basic Understanding		8.0%	7.0%	11.0%
Rutland South	Developmental Reading Assessment	28.0%			
Rutland South	Mathematical Skills		4.0%	22.0%	6.0%
Rutland South	Reading: Basic Understanding		8.0%	10.0%	11.0%
Rutland Southwest	Developmental Reading Assessment	21.0%			
Rutland Southwest	Mathematical Skills		4.0%	33.0%	3.0%
Rutland Southwest	Reading: Basic Understanding		6.0%	13.0%	5.0%
Rutland Windsor	Developmental Reading Assessment	14.0%			
Rutland Windsor	Mathematical Skills		8.0%	14.0%	11.0%
Rutland Windsor	Reading: Basic Understanding		5.0%	0.0%	9.0%
South Burlington	Developmental Reading Assessment	8.0%			
South Burlington	Mathematical Skills		3.0%	12.0%	5.0%
South Burlington	Reading: Basic Understanding		4.0%	4.0%	7.0%
Southwest Vermont	Developmental Reading Assessment	29.0%			
Southwest Vermont	Mathematical Skills		11.0%	32.0%	18.0%
Southwest Vermont	Reading: Basic Understanding		7.0%	13.0%	21.0%
Springfield	Developmental Reading Assessment	20.0%			
Springfield	Mathematical Skills		13.0%	6.0%	11.0%
Springfield	Reading: Basic Understanding		16.0%	5.0%	20.0%

Students in the Lowest Two Performance Levels
Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas

Supervisory Union Name	DRA Assessment and Selected Content Areas of the NSRE	2nd Grade	4th Grade	8th Grade	10th Grade
St. Johnsbury	Developmental Reading Assessment	17.0%			
St. Johnsbury	Mathematical Skills		17.0%	27.0%	0.0%
St. Johnsbury	Reading: Basic Understanding		21.0%	14.0%	0.0%
Washington Central	Developmental Reading Assessment	18.0%			
Washington Central	Mathematical Skills		14.0%	16.0%	11.0%
Washington Central	Reading: Basic Understanding		9.0%	6.0%	11.0%
Washington Northeast	Developmental Reading Assessment	18.0%			
Washington Northeast	Mathematical Skills		10.0%	9.0%	16.0%
Washington Northeast	Reading: Basic Understanding		8.0%	3.0%	7.0%
Washington South	Developmental Reading Assessment	19.0%			
Washington South	Mathematical Skills		13.0%	36.0%	19.0%
Washington South	Reading: Basic Understanding		8.0%	14.0%	16.0%
Washington West	Developmental Reading Assessment	8.0%			
Washington West	Mathematical Skills		6.0%	16.0%	13.0%
Washington West	Reading: Basic Understanding		3.0%	5.0%	12.0%
Windham Central	Developmental Reading Assessment	25.0%			
Windham Central	Mathematical Skills		12.0%	17.0%	6.0%
Windham Central	Reading: Basic Understanding		7.0%	9.0%	17.0%
Windham Northeast	Developmental Reading Assessment	21.0%			
Windham Northeast	Mathematical Skills		10.0%	18.0%	5.0%
Windham Northeast	Reading: Basic Understanding		12.0%	17.0%	20.0%
Windham Southeast	Developmental Reading Assessment	24.0%			
Windham Southeast	Mathematical Skills		8.0%	10.0%	5.0%
Windham Southeast	Reading: Basic Understanding		8.0%	5.0%	17.0%
Windham Southwest	Developmental Reading Assessment	10.0%			
Windham Southwest	Mathematical Skills		0.0%	17.0%	14.0%
Windham Southwest	Reading: Basic Understanding		2.0%	8.0%	17.0%
Windsor Central	Developmental Reading Assessment	8.0%			
Windsor Central	Mathematical Skills		2.0%	9.0%	5.0%
Windsor Central	Reading: Basic Understanding		2.0%	3.0%	7.0%
Windsor Northwest	Developmental Reading Assessment	15.0%			
Windsor Northwest	Mathematical Skills		4.0%	25.0%	10.0%
Windsor Northwest	Reading: Basic Understanding		4.0%	2.0%	6.0%
Windsor Southeast	Developmental Reading Assessment	12.0%			
Windsor Southeast	Mathematical Skills		9.0%	20.0%	16.0%
Windsor Southeast	Reading: Basic Understanding		8.0%	5.0%	11.0%
Windsor Southwest	Developmental Reading Assessment	10.0%			
Windsor Southwest	Mathematical Skills		4.0%	14.0%	6.0%
Windsor Southwest	Reading: Basic Understanding		10.0%	15.0%	24.0%
Winooski	Developmental Reading Assessment	26.0%			
Winooski	Mathematical Skills		10.0%	45.0%	29.0%
Winooski	Reading: Basic Understanding		6.0%	23.0%	24.0%

Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas
Number of Students Lowest Two Performance Levels Who Were Receiving No Special Services - Grades: 2nd, 4th, 8th, 10th

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# of Students in the Lowest 2 Performance Levels: Not Receiving Special Services of all Students in These Two Levels												Total Students Taking Assessment			
Supervisory Union Name	DRA Assessment and Selected Content Area of the NSRE	2nd Grade	4th Grade	8th Grade	10th Grade	Total Counts and Percentages		2nd Grade	4th Grade	8th Grade	10th Grade				
Addison Central	Developmental Reading Assessment	0 of 14				0 of 14	0%	152							
Addison Central	Mathematical Skills		3 of 8	3 of 17	13 of 15	19 of 40	48%		139	171	165				
Addison Central	Reading: Basic Understanding		3 of 13	3 of 9	14 of 22	20 of 44	45%		139	172	166				
Addison Northeast	Developmental Reading Assessment	0 of 14				0 of 14	0%	174							
Addison Northeast	Mathematical Skills		1 of 6	27 of 34	8 of 11	36 of 51	71%		141	171	123				
Addison Northeast	Reading: Basic Understanding		2 of 9	6 of 9	4 of 10	12 of 28	43%		144	174	130				
Addison Northwest	Developmental Reading Assessment	2 of 20				2 of 20	10%	112							
Addison Northwest	Mathematical Skills		1 of 8	12 of 14	4 of 6	17 of 28	61%		118	95	90				
Addison Northwest	Reading: Basic Understanding		1 of 5	3 of 7	5 of 6	9 of 18	50%		118	95	84				
Addison-Rutland	Developmental Reading Assessment	8 of 15				8 of 15	53%	136							
Addison-Rutland	Mathematical Skills		6 of 13	13 of 25	6 of 12	25 of 50	50%		129	139	149				
Addison-Rutland	Reading: Basic Understanding		2 of 10	6 of 16	12 of 18	20 of 44	45%		128	142	148				
Barre	Developmental Reading Assessment	5 of 32				5 of 32	16%	200							
Barre	Mathematical Skills		11 of 26	29 of 39	36 of 38	76 of 103	74%		200	197	238				
Barre	Reading: Basic Understanding		3 of 10	23 of 34	29 of 37	55 of 81	68%		202	198	232				
Battenkill Valley	Developmental Reading Assessment	1 of 12				1 of 12	8%	34							
Battenkill Valley	Mathematical Skills		0 of 1	10 of 12	6 of 8	16 of 21	76%		36	53	44				
Battenkill Valley	Reading: Basic Understanding		0 of 1	1 of 3	13 of 14	14 of 18	78%		36	55	45				
Bennington-Rutland	Developmental Reading Assessment	8 of 36				8 of 36	22%	133							
Bennington-Rutland	Mathematical Skills		3 of 6	3 of 5		6 of 11	55%		128	75					
Bennington-Rutland	Reading: Basic Understanding		4 of 13	1 of 1		5 of 14	36%		128	77					
Blue Mountain	Developmental Reading Assessment	0 of 7				0 of 7	0%	33							
Blue Mountain	Mathematical Skills		0 of 0	6 of 8	2 of 4	8 of 12	67%		26	44	25				
Blue Mountain	Reading: Basic Understanding		4 of 5	1 of 4	0 of 1	5 of 10	50%		25	43	6				
Burlington	Developmental Reading Assessment	5 of 60				5 of 60	8%	286							
Burlington	Mathematical Skills		8 of 22	28 of 71	16 of 21	52 of 114	46%		242	230	212				
Burlington	Reading: Basic Understanding		11 of 21	5 of 24	18 of 25	34 of 70	49%		234	218	194				
Caledonia Central	Developmental Reading Assessment	1 of 9				1 of 9	11%	71							
Caledonia Central	Mathematical Skills		3 of 6	8 of 12	0 of 0	11 of 18	61%		81	79	39				
Caledonia Central	Reading: Basic Understanding		5 of 5	1 of 6	3 of 7	9 of 17	53%		71	79	40				
Caledonia North	Developmental Reading Assessment	2 of 18				2 of 18	11%	138							
Caledonia North	Mathematical Skills		12 of 22	24 of 34		36 of 56	64%		160	153					
Caledonia North	Reading: Basic Understanding		4 of 11	1 of 6		5 of 17	29%		161	149					
Chittenden Central	Developmental Reading Assessment	0 of 22				0 of 22	0%	158							
Chittenden Central	Mathematical Skills		5 of 10	12 of 25	7 of 7	24 of 41	59%		128	177	289				
Chittenden Central	Reading: Basic Understanding		1 of 3	2 of 3	15 of 14	18 of 20	90%		131	171	287				

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**Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas
Number of Students Lowest Two Performance Levels Who Were Receiving No Special Services - Grades: 2nd, 4th, 8th, 10th**

Supervisory Union Name	DRA Assessment and Selected Content Area of the NSRE	# of Students in the Lowest 2 Performance Levels: Not Receiving Special Services of all Students in These Two Levels					Total Students Taking Assessment			
		2nd Grade	4th Grade	8th Grade	10th Grade	Total Counts and Percentages	2nd Grade	4th Grade	8th Grade	10th Grade
Chittenden East	Developmental Reading Assessment	2 of 36				2 of 36	240			
Chittenden East	Mathematical Skills		2 of 13	14 of 45	5 of 8	21 of 66		261	262	191
Chittenden East	Reading: Basic Understanding		1 of 5	4 of 13	3 of 6	8 of 24		263	258	203
Chittenden South	Developmental Reading Assessment	13 of 32				13 of 32	323			
Chittenden South	Mathematical Skills		8 of 13	16 of 36	8 of 15	32 of 64		317	301	250
Chittenden South	Reading: Basic Understanding		7 of 16	7 of 15	10 of 23	24 of 54		316	296	253
Colchester	Developmental Reading Assessment	4 of 30				4 of 30	188			
Colchester	Mathematical Skills		8 of 25	32 of 45	12 of 16	52 of 86		192	180	147
Colchester	Reading: Basic Understanding		5 of 15	7 of 11	19 of 22	31 of 48		189	185	137
Essex North	Developmental Reading Assessment	0 of 1				0 of 1	17			
Essex North	Mathematical Skills		0 of 0	1 of 4	8 of 8	9 of 12		16	18	33
Essex North	Reading: Basic Understanding		1 of 1	0 of 0	6 of 6	7 of 7		16	18	33
Essex Town	Developmental Reading Assessment	2 of 28				2 of 28	173			
Essex Town	Mathematical Skills		2 of 7	6 of 20		8 of 27		171	153	
Essex Town	Reading: Basic Understanding		1 of 2	0 of 2		1 of 4		168	154	
Essex-Caledonia	Developmental Reading Assessment	2 of 9				2 of 9	43			
Essex-Caledonia	Mathematical Skills		5 of 9	10 of 14	3 of 3	18 of 26		54	60	12
Essex-Caledonia	Reading: Basic Understanding		9 of 13	2 of 3	6 of 6	17 of 22		54	60	13
Franklin Central	Developmental Reading Assessment	6 of 34				6 of 34	215			
Franklin Central	Mathematical Skills		8 of 26	40 of 66		48 of 92		198	206	
Franklin Central	Reading: Basic Understanding		4 of 20	9 of 20		13 of 40		198	204	
Franklin Northeast	Developmental Reading Assessment	6 of 33				6 of 33	122			
Franklin Northeast	Mathematical Skills		2 of 11	26 of 40	19 of 30	47 of 81		108	134	126
Franklin Northeast	Reading: Basic Understanding		1 of 9	6 of 19	16 of 32	23 of 60		108	135	128
Franklin Northwest	Developmental Reading Assessment	3 of 23				3 of 23	193			
Franklin Northwest	Mathematical Skills		14 of 23	23 of 48	18 of 23	55 of 94		207	202	178
Franklin Northwest	Reading: Basic Understanding		14 of 21	9 of 28	31 of 41	54 of 90		209	198	178
Franklin West	Developmental Reading Assessment	2 of 20				2 of 20	142			
Franklin West	Mathematical Skills		2 of 9	12 of 36	14 of 15	28 of 60		122	158	105
Franklin West	Reading: Basic Understanding		3 of 6	3 of 16	20 of 21	26 of 43		121	149	99
Grand Isle	Developmental Reading Assessment	4 of 23				4 of 23	93			
Grand Isle	Mathematical Skills		12 of 18	6 of 9		18 of 27		89	77	
Grand Isle	Reading: Basic Understanding		5 of 11	2 of 6		7 of 17		91	78	
Hartford	Developmental Reading Assessment	1 of 18				1 of 18	127			
Hartford	Mathematical Skills		1 of 11	11 of 25	15 of 21	27 of 57		157	148	174
Hartford	Reading: Basic Understanding		3 of 14	3 of 8	12 of 19	18 of 41		160	150	173

Supervisory Union Name	DRA Assessment and Selected Content Area of the NSRE	# of Students in the Lowest 2 Performance Levels: Not Receiving Special Services of all Students in These Two Levels					Total Students Taking Assessment			
		2nd Grade	4th Grade	8th Grade	10th Grade	Total Counts and Percentages	2nd Grade	4th Grade	8th Grade	10th Grade
Lamoille North	Developmental Reading Assessment	10 of 40				10 of 40 25%	172			
Lamoille North	Mathematical Skills		3 of 15	6 of 15	12 of 20	21 of 50 42%		186	139	125
Lamoille North	Reading: Basic Understanding		5 of 18	2 of 7	15 of 24	22 of 49 45%		183	141	128
Lamoille South	Developmental Reading Assessment	3 of 19				3 of 19 16%	139			
Lamoille South	Mathematical Skills		0 of 9	13 of 24	9 of 10	22 of 43 51%		122	134	126
Lamoille South	Reading: Basic Understanding		0 of 4	2 of 11	4 of 5	6 of 20 30%		118	132	122
Milton	Developmental Reading Assessment	16 of 47				16 of 47 34%	141			
Milton	Mathematical Skills		7 of 14	10 of 21	3 of 5	20 of 40 50%		137	117	114
Milton	Reading: Basic Understanding		3 of 11	0 of 12	9 of 14	12 of 37 32%		133	124	114
Montpelier	Developmental Reading Assessment	2 of 13				2 of 13 15%	86			
Montpelier	Mathematical Skills		0 of 8	5 of 21	6 of 7	11 of 36 31%		85	112	87
Montpelier	Reading: Basic Understanding		1 of 5	1 of 9	10 of 13	12 of 27 44%		86	111	98
Norwich/Dresden	Developmental Reading Assessment	0 of 1				0 of 1 0%	66			
Norwich/Dresden	Mathematical Skills		0 of 4			0 of 4 0%		61		
Norwich/Dresden	Reading: Basic Understanding		0 of 0			0 of 0 0%		63		
Orange East	Developmental Reading Assessment	3 of 27				3 of 27 11%	156			
Orange East	Mathematical Skills		3 of 13	9 of 23	5 of 6	17 of 42 40%		164	114	81
Orange East	Reading: Basic Understanding		4 of 18	2 of 8	5 of 10	11 of 36 31%		167	112	85
Orange North	Developmental Reading Assessment	5 of 20				5 of 20 25%	61			
Orange North	Mathematical Skills		4 of 11	6 of 16	0 of 1	10 of 28 36%		52	77	26
Orange North	Reading: Basic Understanding		3 of 14	4 of 11	5 of 8	12 of 33 36%		60	77	26
Orange Southwest	Developmental Reading Assessment	2 of 17				2 of 17 12%	83			
Orange Southwest	Mathematical Skills		2 of 2	7 of 30	7 of 13	16 of 45 36%		94	119	95
Orange Southwest	Reading: Basic Understanding		1 of 4	1 of 11	5 of 11	7 of 26 27%		93	112	98
Orange-Windsor	Developmental Reading Assessment	1 of 8				1 of 8 13%	108			
Orange-Windsor	Mathematical Skills		5 of 6	12 of 17	8 of 11	25 of 34 74%		87	88	77
Orange-Windsor	Reading: Basic Understanding		4 of 5	1 of 4	8 of 11	13 of 20 65%		86	88	76
Orleans Central	Developmental Reading Assessment	0 of 4				0 of 4 0%	73			
Orleans Central	Mathematical Skills		2 of 4	15 of 25	6 of 6	23 of 35 66%		75	96	95
Orleans Central	Reading: Basic Understanding		2 of 7	5 of 10	7 of 8	14 of 25 56%		80	95	97
Orleans Essex-North	Developmental Reading Assessment	16 of 49				16 of 49 33%	231			
Orleans Essex-North	Mathematical Skills		8 of 22	22 of 38	21 of 33	51 of 93 55%		242	255	233
Orleans Essex-North	Reading: Basic Understanding		12 of 31	15 of 23	14 of 27	41 of 81 51%		240	253	222
Orleans Southwest	Developmental Reading Assessment	5 of 18				5 of 18 28%	95			
Orleans Southwest	Mathematical Skills		10 of 21	27 of 32	7 of 9	44 of 62 71%		107	69	83
Orleans Southwest	Reading: Basic Understanding		2 of 8	4 of 8	9 of 10	15 of 26 58%		110	69	77

Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas
Number of Students Lowest Two Performance Levels Who Were Receiving No Special Services - Grades: 2nd, 4th, 8th, 10th

Supervisory Union Name	# of Students in the Lowest 2 Performance Levels: Not Receiving Special Services of all Students in These Two Levels							Total Students Taking Assessment			
	DRA Assessment and Selected Content Area of the NSRE	2nd Grade	4th Grade	8th Grade	10th Grade	Total Counts and Percentages		2nd Grade	4th Grade	8th Grade	10th Grade
Rutland Central	Developmental Reading Assessment	10 of 27				10 of 27	37%	91			
Rutland Central	Mathematical Skills		8 of 14	14 of 21	8 of 8	30 of 42	71%		127	109	78
Rutland Central	Reading: Basic Understanding		7 of 17	6 of 6	10 of 14	23 of 37	62%		128	107	68
Rutland City	Developmental Reading Assessment	5 of 37				5 of 37	14%	177			
Rutland City	Mathematical Skills		10 of 29	34 of 58	14 of 23	58 of 110	53%		180	201	178
Rutland City	Reading: Basic Understanding		6 of 25	9 of 20	21 of 29	36 of 74	49%		180	199	183
Rutland Northeast	Developmental Reading Assessment	5 of 22				5 of 22	23%	157			
Rutland Northeast	Mathematical Skills		4 of 11	13 of 34	4 of 6	21 of 51	41%		156	149	110
Rutland Northeast	Reading: Basic Understanding		3 of 13	2 of 10	9 of 12	14 of 35	40%		157	149	109
Rutland South	Developmental Reading Assessment	4 of 22				4 of 22	18%	78			
Rutland South	Mathematical Skills		4 of 4	25 of 32	6 of 7	35 of 43	81%		93	146	124
Rutland South	Reading: Basic Understanding		3 of 7	9 of 15	9 of 14	21 of 36	58%		92	146	123
Rutland Southwest	Developmental Reading Assessment	5 of 16				5 of 16	31%	76			
Rutland Southwest	Mathematical Skills		1 of 3	8 of 16	1 of 2	10 of 21	48%		81	48	62
Rutland Southwest	Reading: Basic Understanding		1 of 5	1 of 5	2 of 3	4 of 13	31%		81	40	64
Rutland Windsor	Developmental Reading Assessment	2 of 7				2 of 7	29%	51			
Rutland Windsor	Mathematical Skills		1 of 5	7 of 7	1 of 4	9 of 16	56%		66	52	35
Rutland Windsor	Reading: Basic Understanding		2 of 3	0 of 0	1 of 3	3 of 6	50%		65	45	35
South Burlington	Developmental Reading Assessment	4 of 16				4 of 16	25%	199			
South Burlington	Mathematical Skills		3 of 6	10 of 21	4 of 10	17 of 37	46%		185	174	198
South Burlington	Reading: Basic Understanding		0 of 7	1 of 7	8 of 14	9 of 28	32%		185	177	195
Southwest Vermont	Developmental Reading Assessment	44 of 81				44 of 81	54%	281			
Southwest Vermont	Mathematical Skills		16 of 34	74 of 106	33 of 50	123 of 190	65%		307	330	276
Southwest Vermont	Reading: Basic Understanding		4 of 21	24 of 40	45 of 61	74 of 122	61%		303	308	291
Springfield	Developmental Reading Assessment	0 of 17				0 of 17	0%	84			
Springfield	Mathematical Skills		2 of 14	5 of 10	8 of 14	15 of 38	39%		104	167	123
Springfield	Reading: Basic Understanding		3 of 17	5 of 8	21 of 25	29 of 50	58%		104	168	125
St. Johnsbury	Developmental Reading Assessment	13 of 16				13 of 16	81%	92			
St. Johnsbury	Mathematical Skills		14 of 17	15 of 29		29 of 46	63%		98	106	
St. Johnsbury	Reading: Basic Understanding		16 of 21	5 of 15		21 of 36	58%		98	108	
Washington Central	Developmental Reading Assessment	5 of 22				5 of 22	23%	122			
Washington Central	Mathematical Skills		7 of 17	19 of 25	7 of 13	33 of 55	60%		118	157	117
Washington Central	Reading: Basic Understanding		4 of 11	5 of 9	7 of 13	16 of 33	48%		119	155	116
Washington Northeast	Developmental Reading Assessment	2 of 10				2 of 10	20%	58			
Washington Northeast	Mathematical Skills		4 of 7	2 of 5	7 of 10	13 of 22	59%		65	60	60
Washington Northeast	Reading: Basic Understanding		4 of 5	1 of 2	3 of 4	8 of 11	73%		62	58	55

Statewide Spring 1998 Assessment Results by Supervisory Union for Selected Content Areas
Number of Students Lowest Two Performance Levels Who Were Receiving No Special Services - Grades: 2nd, 4th, 8th, 10th

Supervisory Union Name	DRA Assessment and Selected Content Area of the NSRE	# of Students in the Lowest 2 Performance Levels: Not Receiving Special Services of all Students in These Two Levels					Total Students Taking Assessment			
		2nd Grade	4th Grade	8th Grade	10th Grade	Total Counts and Percentages	2nd Grade	4th Grade	8th Grade	10th Grade
Washington South	Developmental Reading Assessment	8 of 13				8 of 13 62%	71			
Washington South	Mathematical Skills		2 of 9	19 of 25	5 of 12	26 of 46 57%		73	70	62
Washington South	Reading: Basic Understanding		2 of 6	6 of 11	1 of 11	9 of 28 32%		73	75	67
Washington West	Developmental Reading Assessment	3 of 13				3 of 13 23%	168			
Washington West	Mathematical Skills		1 of 11	14 of 30	11 of 14	26 of 55 47%		183	185	110
Washington West	Reading: Basic Understanding		0 of 5	2 of 9	9 of 13	11 of 27 41%		178	186	112
Windham Central	Developmental Reading Assessment	3 of 22				3 of 22 14%	88			
Windham Central	Mathematical Skills		3 of 11	8 of 15	1 of 3	12 of 29 41%		91	86	47
Windham Central	Reading: Basic Understanding		0 of 6	3 of 8	6 of 8	9 of 22 41%		92	87	48
Windham Northeast	Developmental Reading Assessment	2 of 25				2 of 25 8%	120			
Windham Northeast	Mathematical Skills		6 of 12	10 of 20	4 of 6	20 of 38 53%		121	113	116
Windham Northeast	Reading: Basic Understanding		2 of 14	8 of 20	15 of 22	25 of 56 45%		119	115	112
Windham Southeast	Developmental Reading Assessment	12 of 59				12 of 59 20%	244			
Windham Southeast	Mathematical Skills		8 of 16	20 of 27	8 of 11	36 of 54 67%		203	274	229
Windham Southeast	Reading: Basic Understanding		7 of 16	8 of 13	27 of 37	42 of 66 64%		202	264	215
Windham Southwest	Developmental Reading Assessment	1 of 7				1 of 7 14%	66			
Windham Southwest	Mathematical Skills		0 of 0	8 of 14	7 of 10	15 of 24 63%		92	80	72
Windham Southwest	Reading: Basic Understanding		0 of 2	5 of 7	8 of 12	13 of 21 62%		93	84	72
Windsor Central	Developmental Reading Assessment	3 of 8				3 of 8 38%	105			
Windsor Central	Mathematical Skills		2 of 2	7 of 10	4 of 5	13 of 17 76%		122	115	106
Windsor Central	Reading: Basic Understanding		2 of 2	0 of 3	5 of 7	7 of 12 58%		120	101	100
Windsor Northwest	Developmental Reading Assessment	1 of 8				1 of 8 13%	54			
Windsor Northwest	Mathematical Skills		2 of 3	8 of 12	4 of 5	14 of 20 70%		68	47	48
Windsor Northwest	Reading: Basic Understanding		0 of 3	0 of 1	0 of 3	0 of 7 0%		69	47	47
Windsor Southeast	Developmental Reading Assessment	2 of 16				2 of 16 13%	133			
Windsor Southeast	Mathematical Skills		9 of 12	19 of 27	10 of 12	38 of 51 75%		137	134	74
Windsor Southeast	Reading: Basic Understanding		8 of 11	2 of 6	4 of 8	14 of 25 56%		135	128	70
Windsor Southwest	Developmental Reading Assessment	0 of 8				0 of 8 0%	79			
Windsor Southwest	Mathematical Skills		1 of 4	10 of 15	3 of 4	14 of 23 61%		90	109	71
Windsor Southwest	Reading: Basic Understanding		4 of 9	10 of 16	8 of 17	22 of 42 52%		91	109	72
Winooski	Developmental Reading Assessment	4 of 14				4 of 14 29%	53			
Winooski	Mathematical Skills		3 of 7	15 of 21	13 of 14	31 of 42 74%		71	46	48
Winooski	Reading: Basic Understanding		1 of 4	7 of 11	11 of 11	19 of 26 73%		72	48	45

TITLE I SCHOOLS IMPLEMENTING SCHOOLWIDE PROJECTS
SCHOOL YEAR 1998-1999
(year of implementation in parentheses)

Academy Street School – Brattleboro (1997-98)
 Bakersfield Elementary School (1998-99)
 Barre City Elementary and Middle School (1997-98)
 Benson Village School (1998-99)
 Berkshire Elementary School (1998-99)
 Bridport Central School (1997-98)
 Brighton Elementary School (1996-97)
 Canal Street/Oak Grove – Brattleboro (1997-98)
 Chelsea Public School (1998-99)
 Green Street – Brattleboro (1997-98)
 H.O. Wheeler – Burlington (1996-97)
 J.F.K. Elementary School -- Winooski (1998-99)
 Lawrence Barnes School -- Burlington (1997-98)
 Lothrop School – Pittsford (1997-98)
 Molly Stark School – Bennington (1996-97)
 Morristown Elementary School (1995-96)
 Neshobe School – Brandon (1997-98)
 Newport City (1996-97)
 Orange Center (1998-99)
 Park Street School – Springfield (1998-99)
 Peoples Academy (1996-97)
 Rutland Intermediate School (1996-97)
 Rutland Northeast School (1996-97)
 Rutland Northwest School (1996-97)
 Rutland Middle School (1996-97)
 St. Johnsbury Elementary School (1997-98)
 St. Johnsbury Middle School (1997-98)
 Troy School (1996-97)
 Washington Village School (1998-99)
 Williamstown Elementary School (1998-99)
 Windsor State Street School (1996-97)



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